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ABSTRACT

By actively involving the child in hearing, saying, seeing, and writing the letters and sounds, this workbook develops a child's skill in recognizing the alphabet and the initial sounds in words through a series of 78 lessons. It is appropriate for parents to use with their kindergarten and beginning first grade children. By using this learning technique, the workbook quickly focuses the child's attention and reinforces basic skills. This approach also encourages the child to create and to write from the very first lesson. After a preface and advice on getting started, sections of the workbook focus on printing letters of the alphabet, consonant letters and sounds, and the short vowels. (RS)

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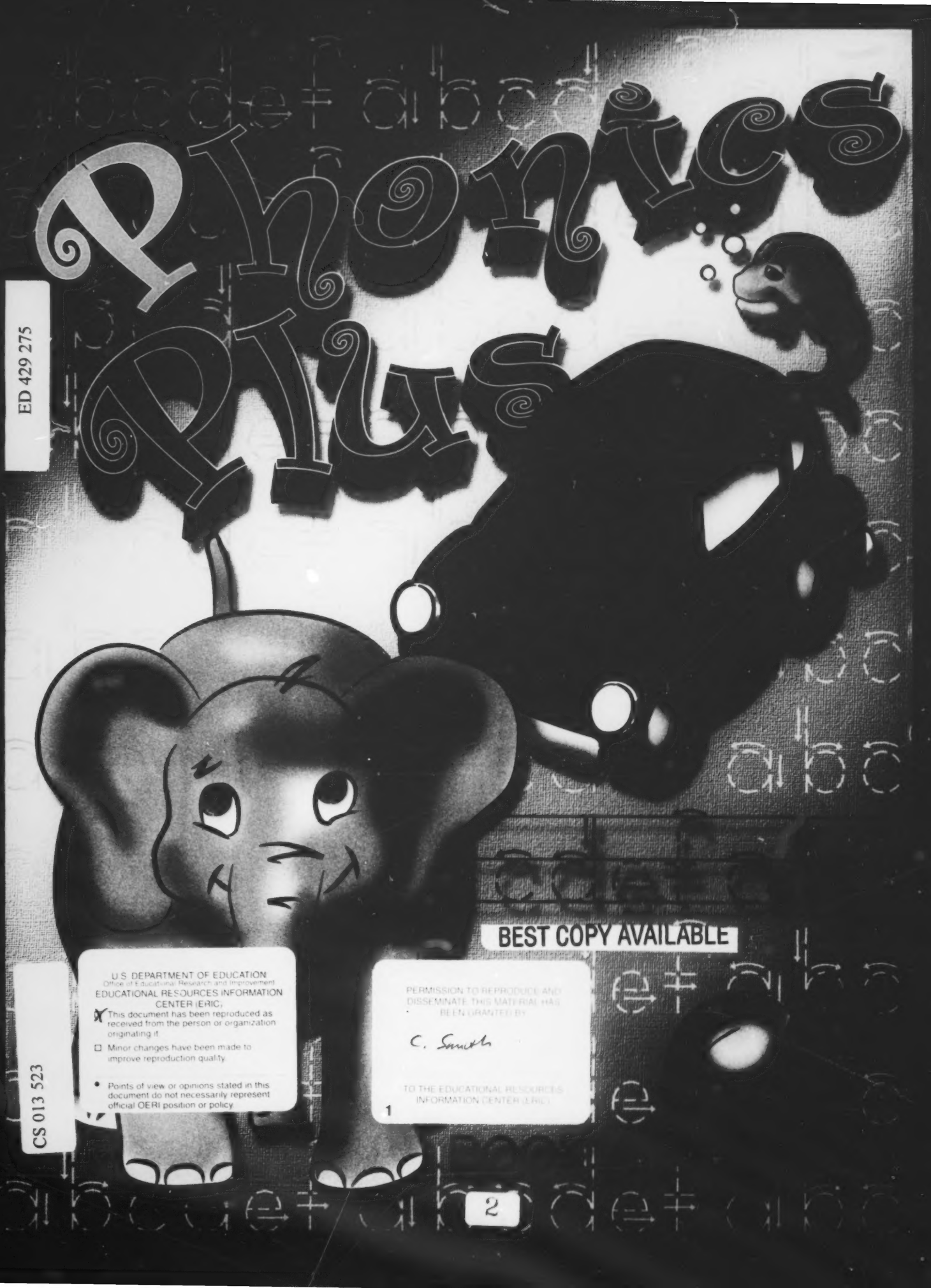

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Phonics Plus

Book A (Levels K–1)

Carl B. Smith
Regina Ruff

A publication of the Family Learning Association

Published in 1998 by
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The Family Learning Association, a non-profit organization, provides services and materials for families who learn together. Since its beginning in 1989, the Family Learning Association has conducted workshops for parents and teachers, carried out studies, produced audio and video programs, published books and workbooks , and issued monthly bulletins to guide parents in tutoring their chidren.

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Working on the Lessons

Preface

Congratulations! You have made an extremely important decision in helping your children learn to read. Research shows that knowing the alphabet and recognizing the initial sounds in words are the skills most likely to lead to success in early reading.

Phonics Plus, Book A develops a child's skill in recognizing the alphabet and the initial sounds in words. Phonics Plus accomplishes this by actively involving the child in *hearing, saying, seeing,* and *writing* the letters and sounds. This book is appropriate for kindergarten and beginning first grade.

By using this learning technique, Phonics Plus quickly focuses the child's attention and reinforces basic skills. This approach also encourages the child to create and to write from the very first lesson.

English is an alphabetic language: the spelling is designed to represent the spoken sounds. The /b/ sound, for example, can be heard at the beginning of the word *book;* the short /a/ sound can be heard in the middle of the word *bat.*

By showing young readers this sound-symbol relationship, you will give them one important key that will help to unlock written messages. Even though English has many spelling patterns that eventually need to be learned, the first step in reassuring young readers is contained in **Phonics Plus, Book A**: It shows that the language is systematic.

Phonics Plus, Book A asks the child to write on every page. Writing focuses the child's attention and acts as a powerful strategy for reinforcing the item to be learned. The writing activities also give the child a chance to be creative.

Any beginning reading program naturally needs a rich environment of books, reading aloud, and time for sharing ideas found in books. Those activities create the interest that motivates children to work on decoding skills and other skills that enable them to become proficient readers and writers.

Phonics Plus, Book B is an advanced first-grade book that introduces the basic sound-spelling patterns such as those called short-vowel patterns (cat, bed, bit) and those called long-vowel patterns (rake, bike, cute; nail, team). Book B continues the hear-say-see-write techniques introduced in **Book A**. Taken together, **Phonics Plus, Books A and B** provide a thorough decoding program that will serve the first-grade student well.

Thank you for caring about the learning success of your children.

—The Family Learning Association

Getting Started

Set aside a regular time for your child to work on the exercises in this book. In fact, two or three short periods of work each day will be better than one long one. Because most of the exercises are presented in groups of five, you can devote each weekday to one page and then let your child work on the review exercise on the weekend.

Also have a regular place for your child to work. Use a desk or table with flat surface, and make sure your child holds the paper straight on the surface. Provide large pencils, and you may want to get some paper with control lines so your child can have more practice if it is needed.

This book is designed to help your child become acquainted with the letters of the alphabet and with the sounds they make. It is the place to try things out, to make mistakes, and to learn by doing.

This is not a spelling book.

At this early stage, it is not realistic to expect children to remember how to spell every word in this book, and that is not the purpose. Instead, we want to provide the *background* that will prepare your child to study spelling in a systematic way after this book is finished.

To establish the necessary background, we first show your child how to print the letters of the alphabet in order. Then we match each consonant letter with the sound it represents when it is used at the beginning of words. Next, we look at some consonants used at the end of words. Finally, we introduce the short vowels at the beginning of words such as **apple** and **egg**.

Help your child.

Offer your child any help that is needed. Don't hesitate to spell out words or to point out any important bit of information, no matter how often it has been presented. The idea is to give your child practice in getting acquainted with letters and their sounds, and the experience should always be positive. This book is designed to help your child discover that letters and sounds can be matched and that words can be figured out.

Printing the Letters of the Alphabet

Lessons 1–31
Working on the Lessons

Don't be concerned if your child doesn't already know the alphabet: that's what this book is for. All the letters are introduced in alphabetical order (also called ABC order), and additional activities help your child practice printing the letters in order. Furthermore, at any time you can refer to the complete alphabet on page 1 and you can sing the Alphabet Song to remind your child of the proper order.

Lesson 1 gives instructions for "Recognizing and printing capital **A** and small **a**." The same instructions apply to all the following lessons that introduce letters of the alphabet (through Lesson 30). These instructions won't be repeated on every page; just supply the name of each new letter as you move along.

Explain to your child that each letter can be written as a capital letter and as a small letter (also called uppercase and lowercase). In every one of these lessons, the purpose is to have your child see the letter, say the letter, and then print the letter, first by writing over the outlines that are provided and then by printing the letter without any outline.

Use these alphabet lessons to suit your child's needs. If your child already knows how to print some letters, just review them briefly. For letters that are unfamiliar, your child can practice on all the lines provided and can use additional pieces of paper as well. Of course, there will be many more chances to practice the letters in words throughout the later lessons.

The Alphabet

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

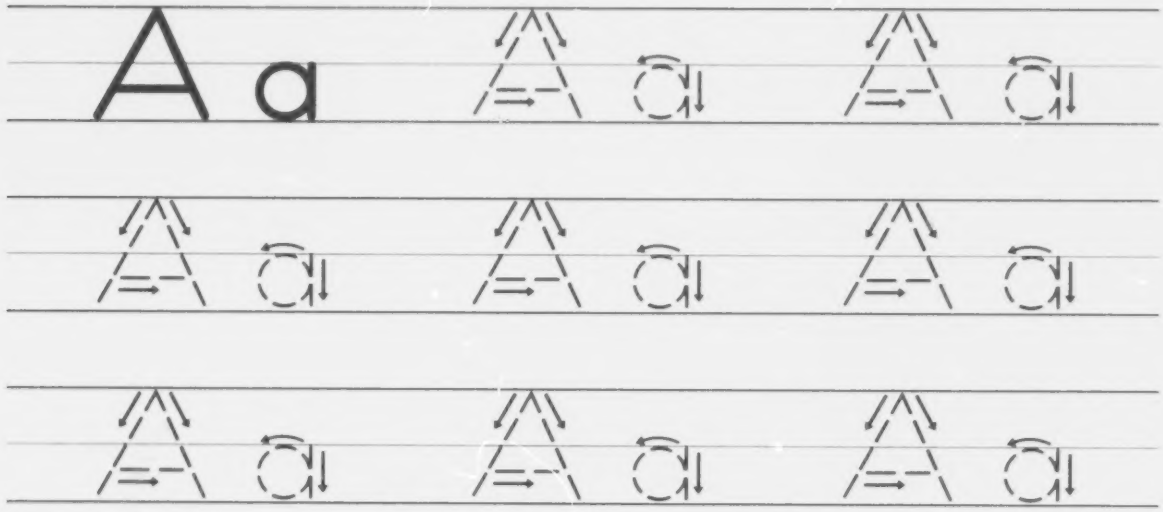
Use this page whenever you want to review the letters in alphabetical order. Also sing the Alphabet Song.

How to Print the Letters of the Alphabet

Follow the arrows to print each letter.

Lesson 1

Recognizing and printing
Capital A and Small a

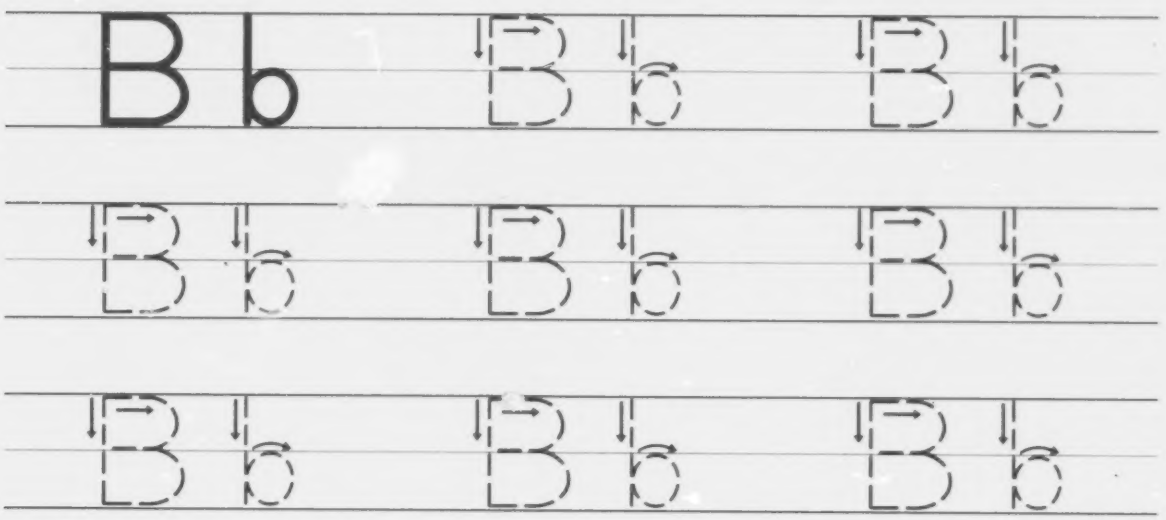


Child print:

Point to the box at the top of this page and say the letter A. Then have your child say the letter. Explain that this can be printed as a capital A and as a small a. Show your child how to follow the gray outlines to print the letters A and a. On the next two lines, have your child print these letters without any outlines to follow.

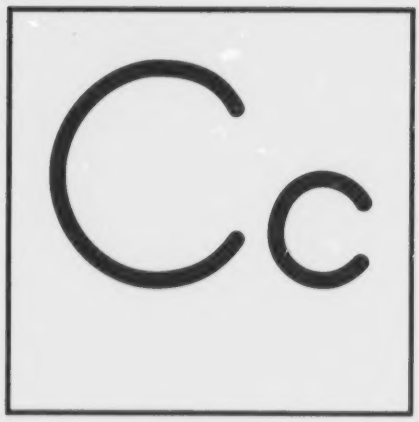
Lesson 2

Recognizing and printing Capital B and Small b



Child print:

Point to the box at the top of this page and say the letter **B**. Then have your child say the letter. Explain that this can be printed as a capital **B** and as a small **b**. Show your child how to follow the gray outlines to print the letters **B** and **b**. On the next two lines, have your child print these letters without any outlines to follow.



Lesson 3

Recognizing and printing Capital C and Small c

Child print:

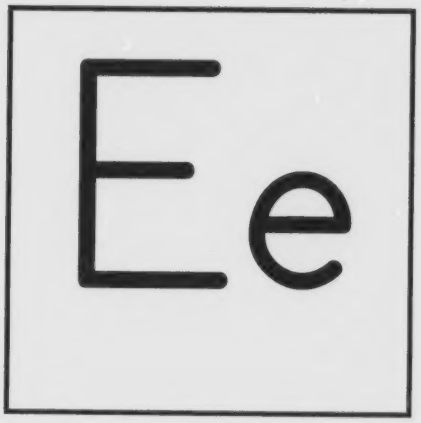
Point to the box at the top of this page and say the letter C. Then have your child say the letter. Explain that this can be printed as a capital C and as a small c. Show your child how to follow the gray outlines to print the letters C and c. On the next two lines, have your child print these letters without any outlines to follow.

Lesson 4

Recognizing and printing Capital D and Small d

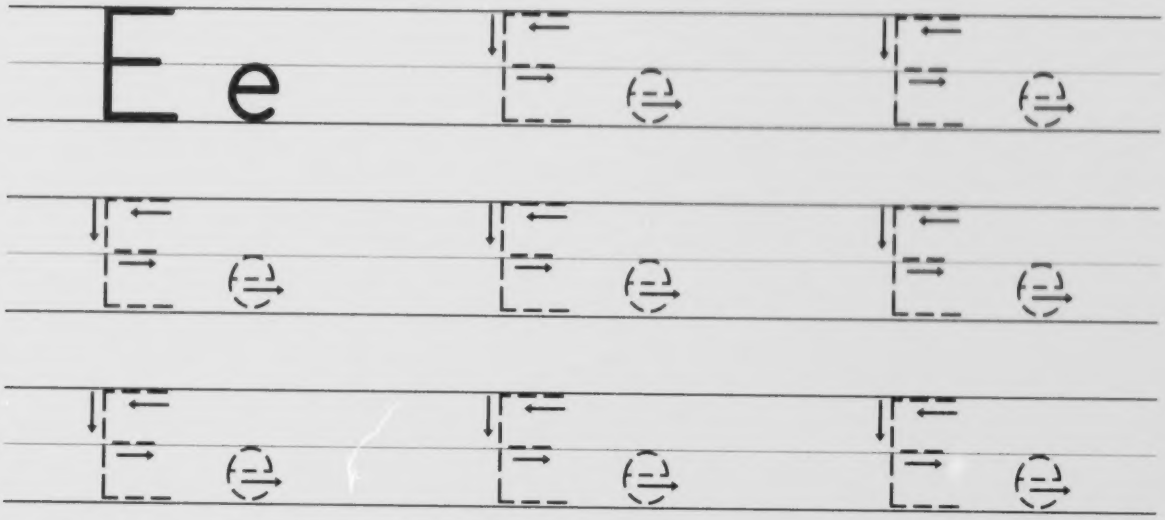
Child print:

Point to the box at the top of this page and say the letter **D**. Then have your child say the letter. Explain that this can be printed as a capital **D** and as a small **d**. Show your child how to follow the gray outlines to print the letters **D** and **d**. On the next two lines, have your child print these letters without any outlines to follow.



Lesson 5

Recognizing and printing
Capital E and Small e



Child print:

Point to the box at the top of this page and say the letter E. Then have your child say the letter. Explain that this can be printed as a capital E and as a small e. Show your child how to follow the gray outlines to print the letters E and e. On the next two lines, have your child print these letters without any outlines to follow.

Lesson 6

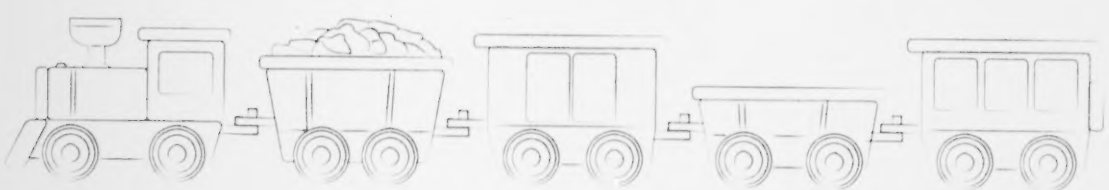
Reviewing the Letters A through E

A _ _ C _ _ E

a _ _ c _ _ e

_ _ B _ _ D _ _

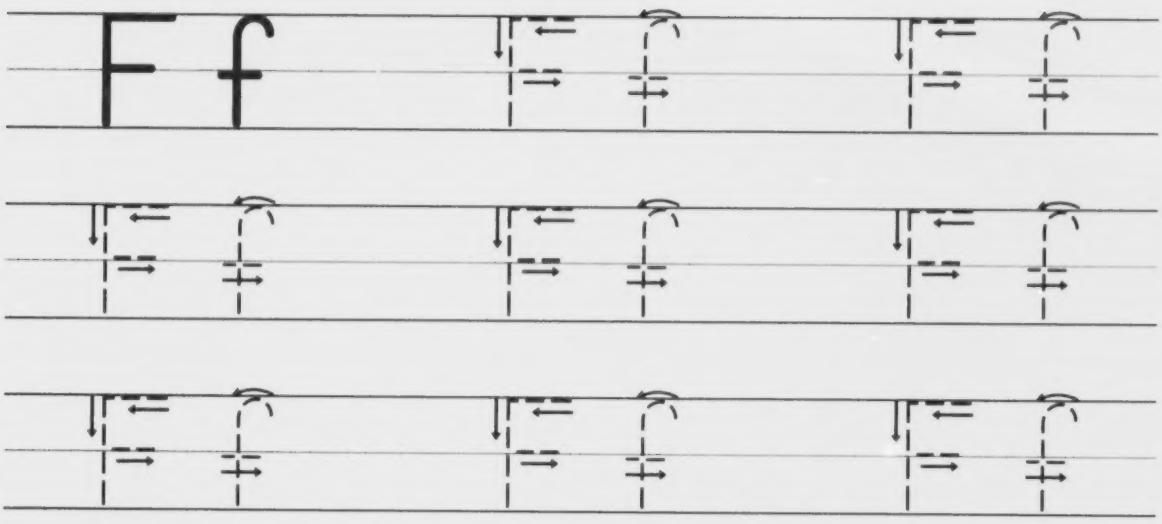
_ _ b _ _ d _ _



Help your child print the missing letters. Use capital letters for lines 1 and 3, small letters for lines 2 and 4. On line 5, print the capital letters on the moving vans. On line 6, print the small letters on the train cars. Your child can color the pictures after the letters are printed.

Lesson 7

Recognizing and printing
Capital F and Small f



Child print:

Continue as before.

Lesson 8

Recognizing and printing
Capital G and Small g

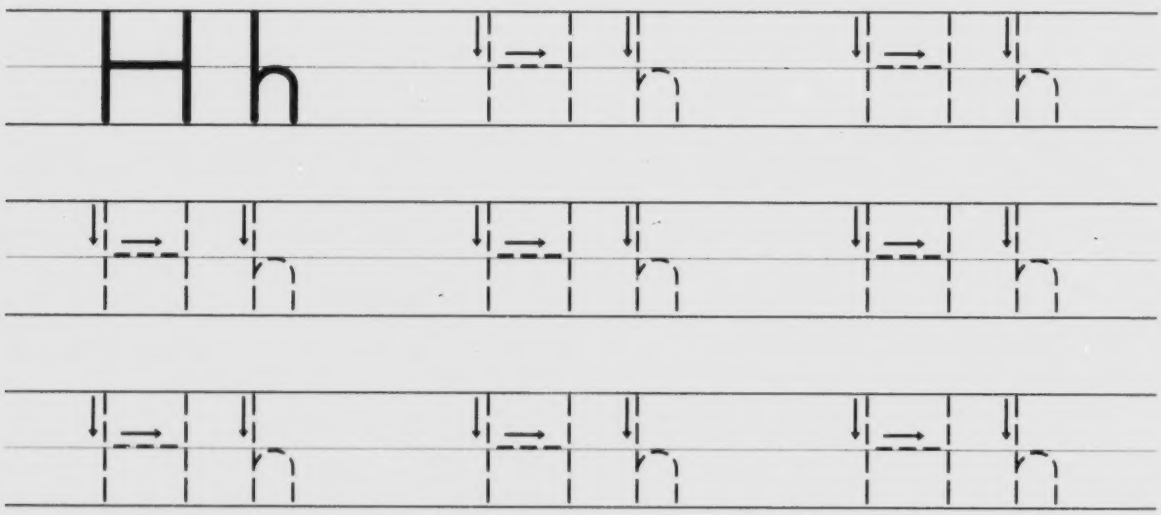
G g

Child print:

Continue as before.

Lesson 9

Recognizing and printing
Capital H and Small h

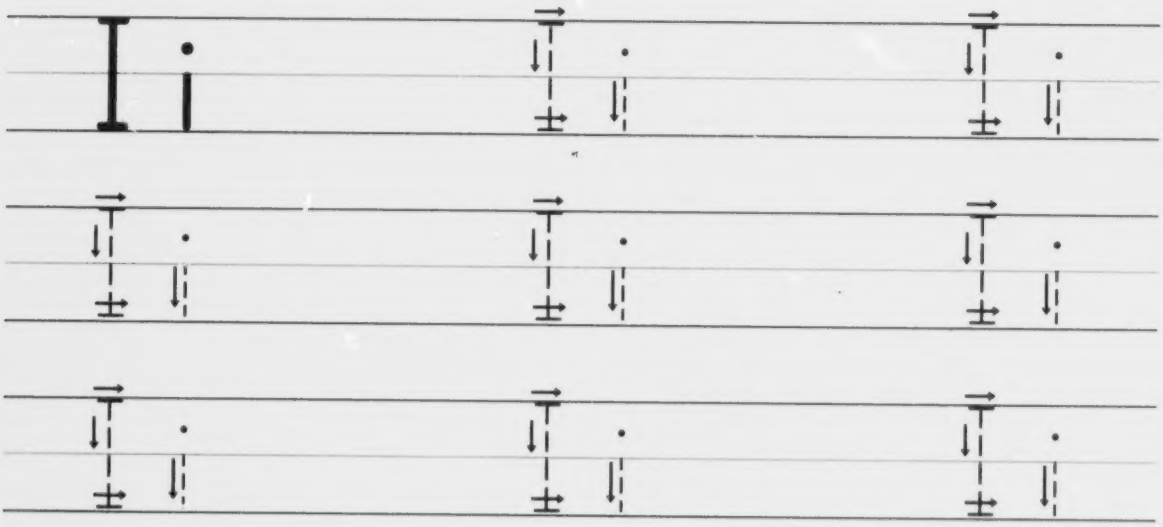


Child print:

Continue as before.

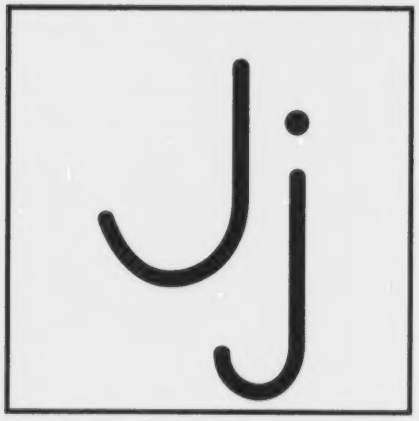
Lesson 10

Recognizing and printing
Capital I and Small i



Child print:

Continue as before.



Lesson 11

Recognizing and printing
Capital J and Small j

Child print:

Continue as before.

Lesson 12

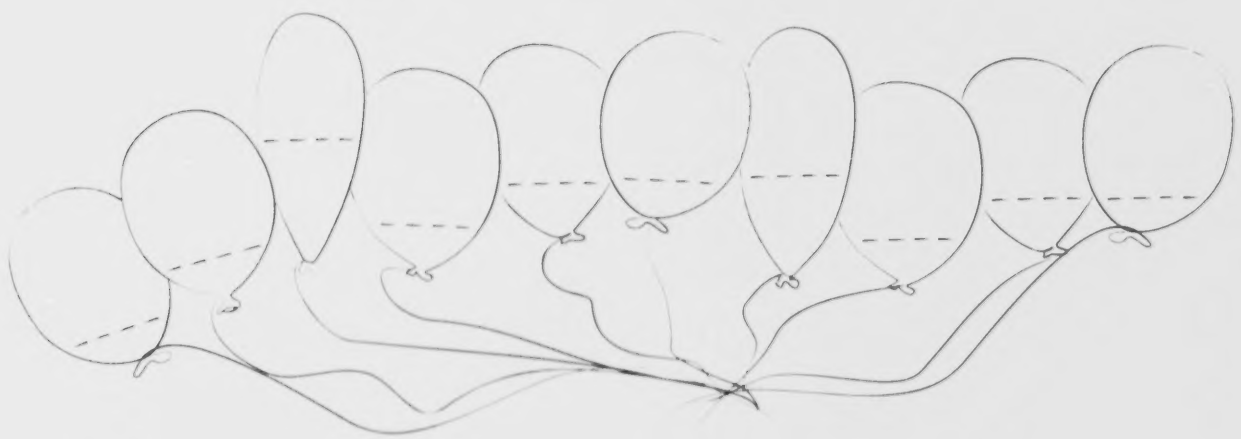
Reviewing the Letters A through J

A _ _ D _

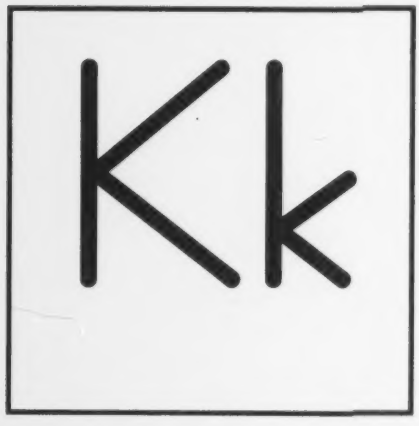
F _ H _ J

_ b _ _ e

_ g _ i _

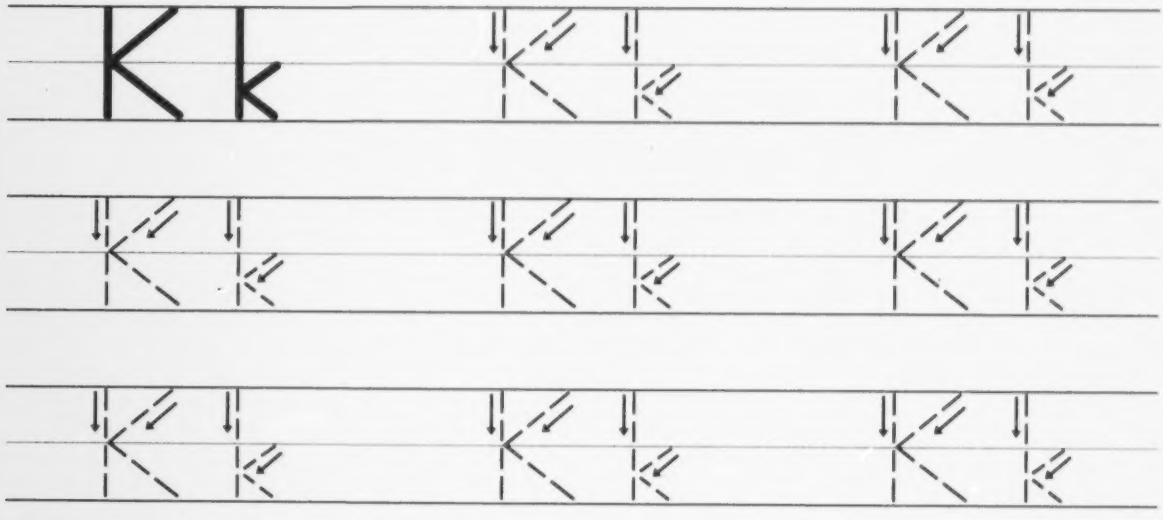


Help your child print the missing capital letters and the missing small letters. Print capital letters in the balloons. Your child can color the balloons after the letters are printed.



Lesson 13

Recognizing and printing
Capital K and Small k



Child print:

Continue as before.

Lesson 14

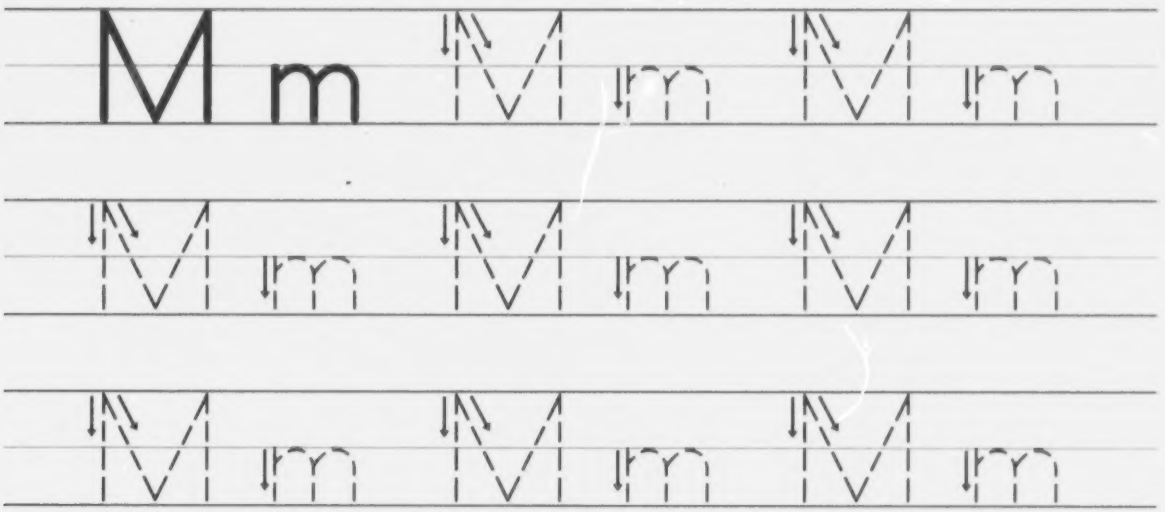
Recognizing and printing
Capital L and Small l

Child print:

Continue as before.

Lesson 15

Recognizing and printing
Capital M and Small m



Child print:

Continue as before.

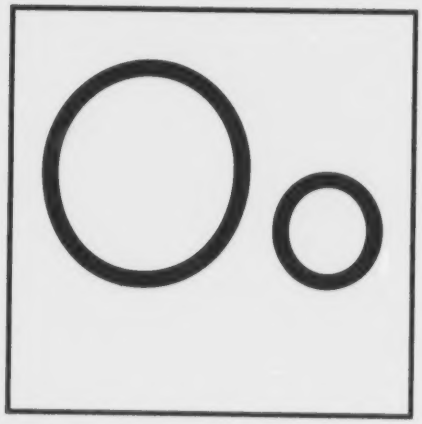
Nn

Lesson 16

Recognizing and printing
Capital N and Small n

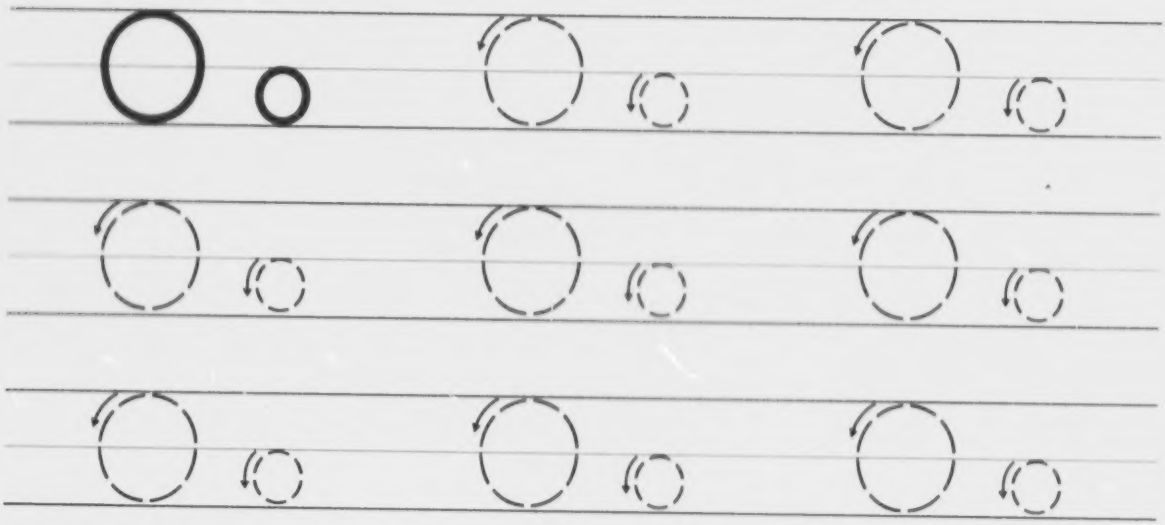
Child print:

Continue as before.



Lesson 17

Recognizing and printing
Capital O and Small o

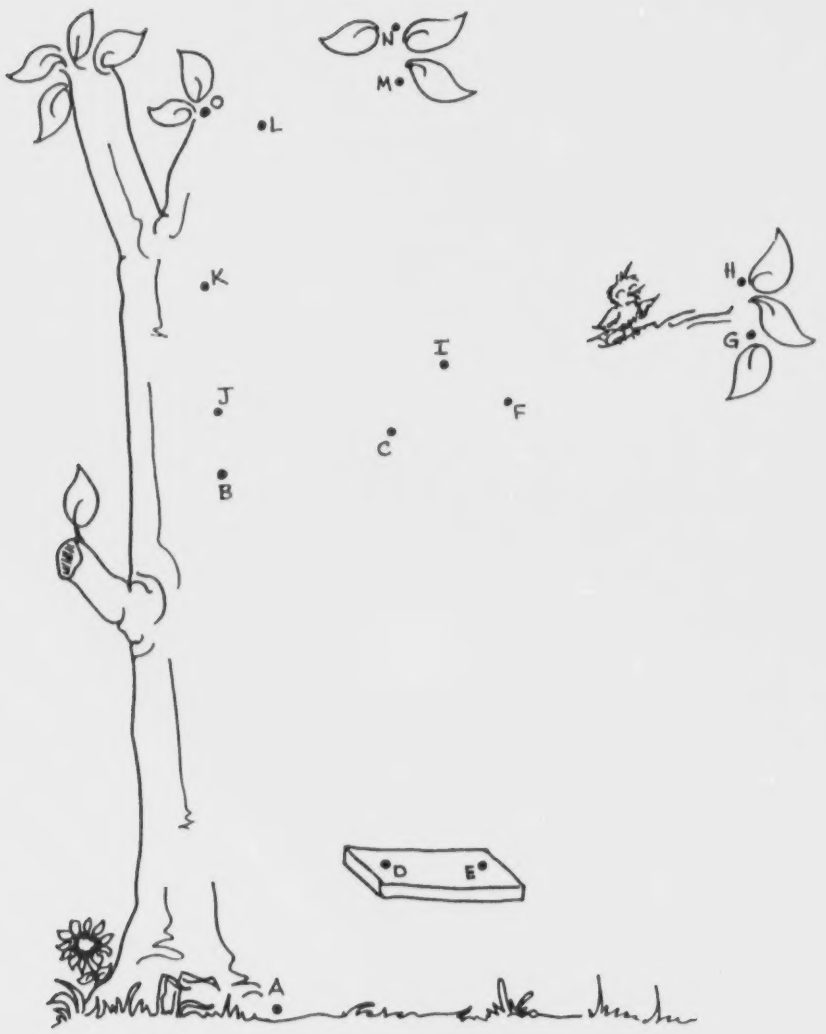


Child print:

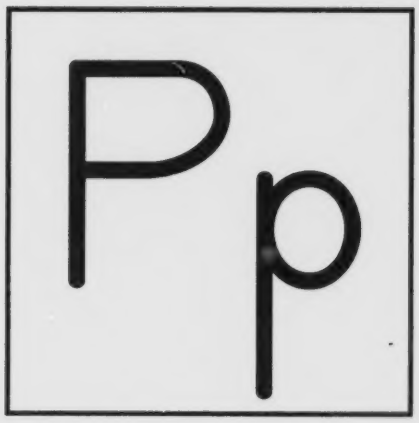
Continue as before.

Lesson 18

Reviewing the Letters A through O

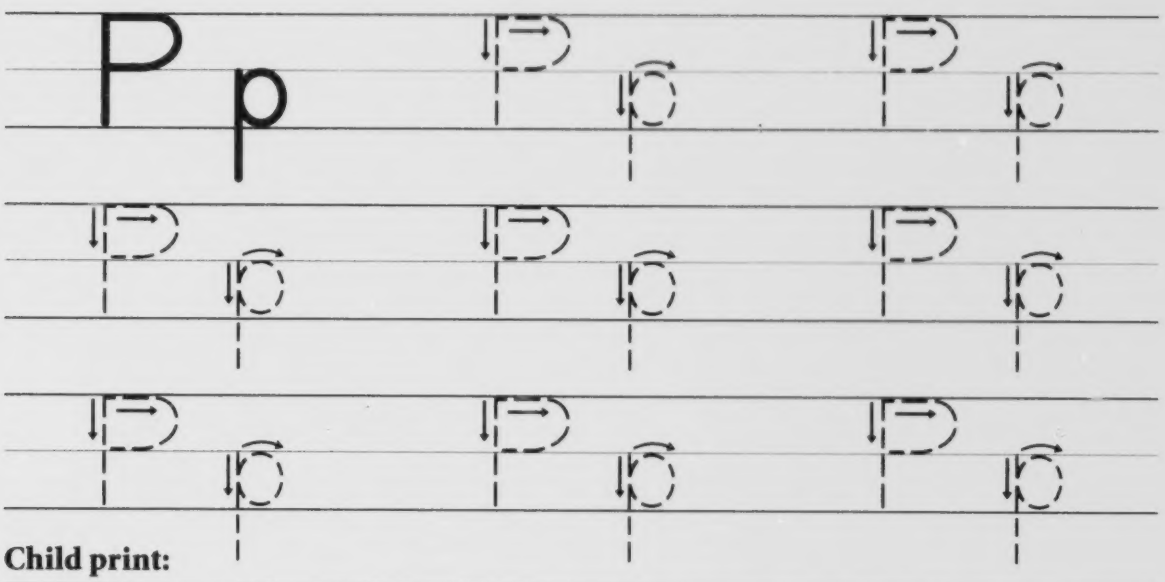


Help your child connect the dots to draw the picture. Begin with the dot marked **A** and follow the letters in alphabetical order. (Notice that the letters **D** and **E** are on the swing.) Your child can color the picture after the dots have been connected.



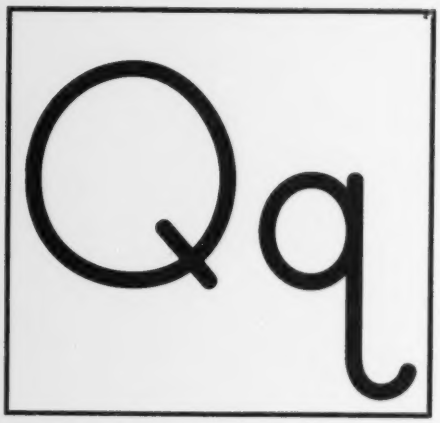
Lesson 19

Recognizing and printing
Capital P and Small p



Child print:

Continue as before.



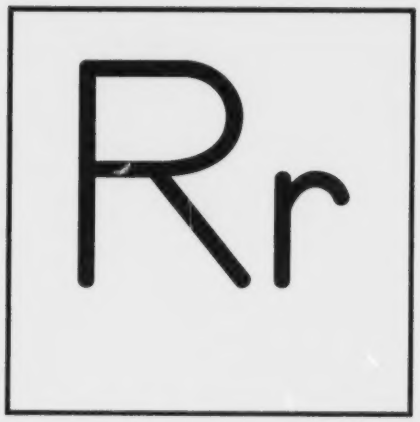
Lesson 20

Recognizing and printing
Capital Q and Small q

Q q

Child print:

Continue as before.



Lesson 21

Recognizing and printing
Capital R and Small r

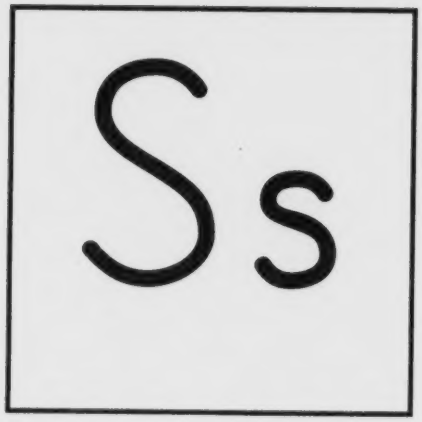
Rr Rr Rr

Rr Rr Rr

Rr Rr Rr

Child print:

Continue as before.



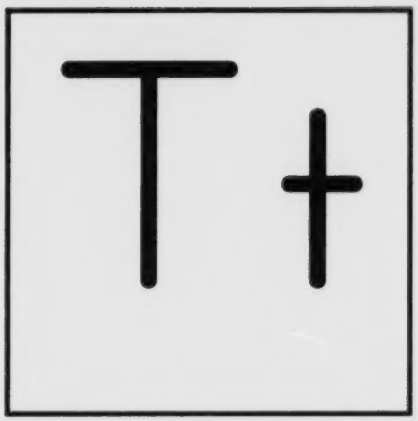
Lesson 22

Recognizing and printing
Capital S and Small s

Ss

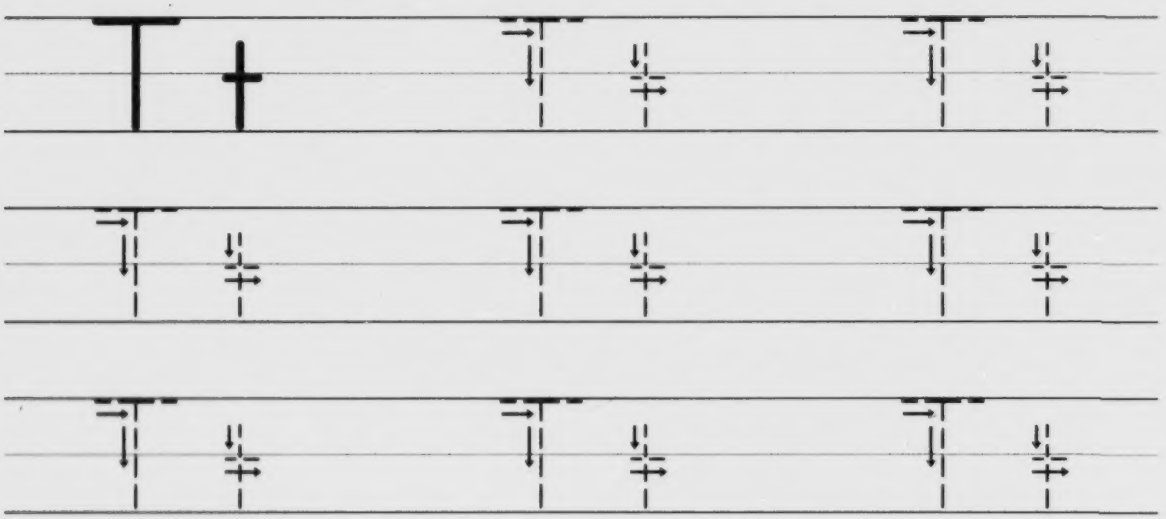
Child print:

Continue as before.



Lesson 23

Recognizing and printing
Capital T and Small t

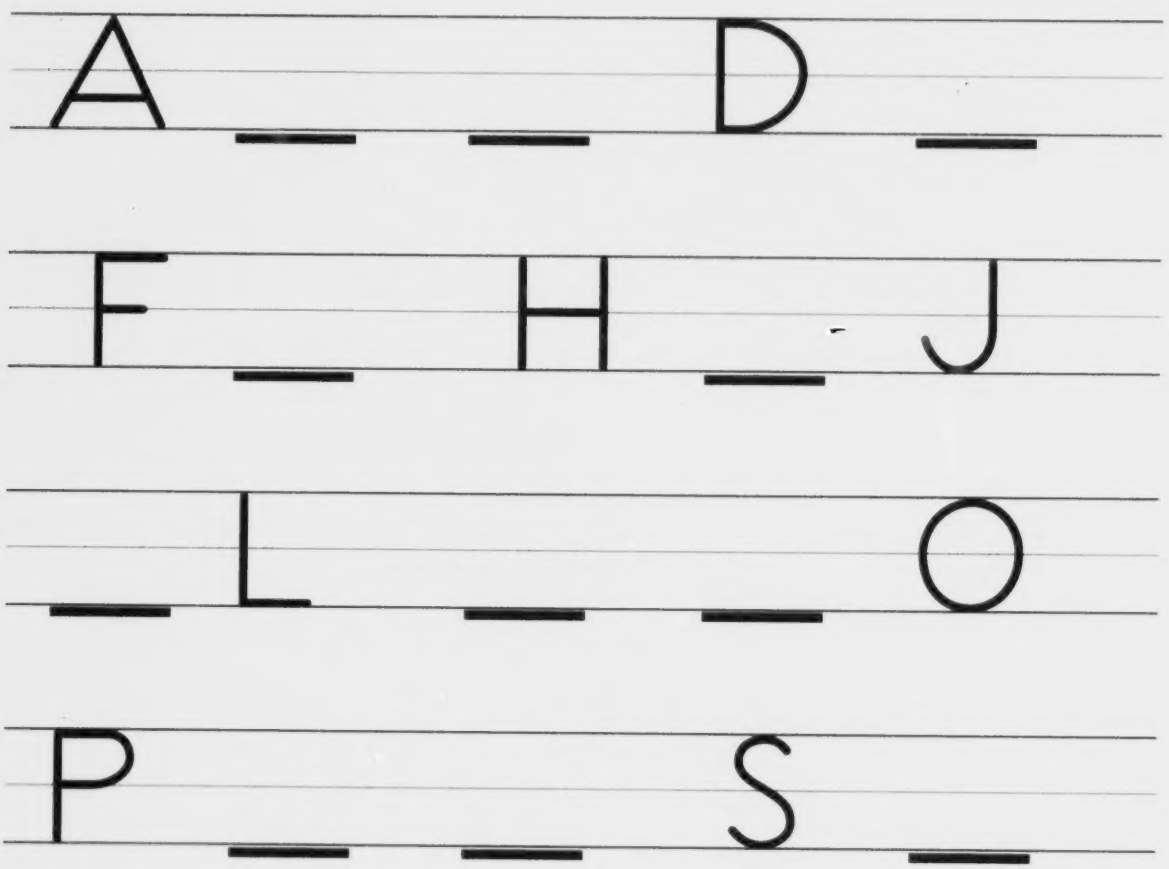


Child print:

Continue as before.

Lesson 24 A

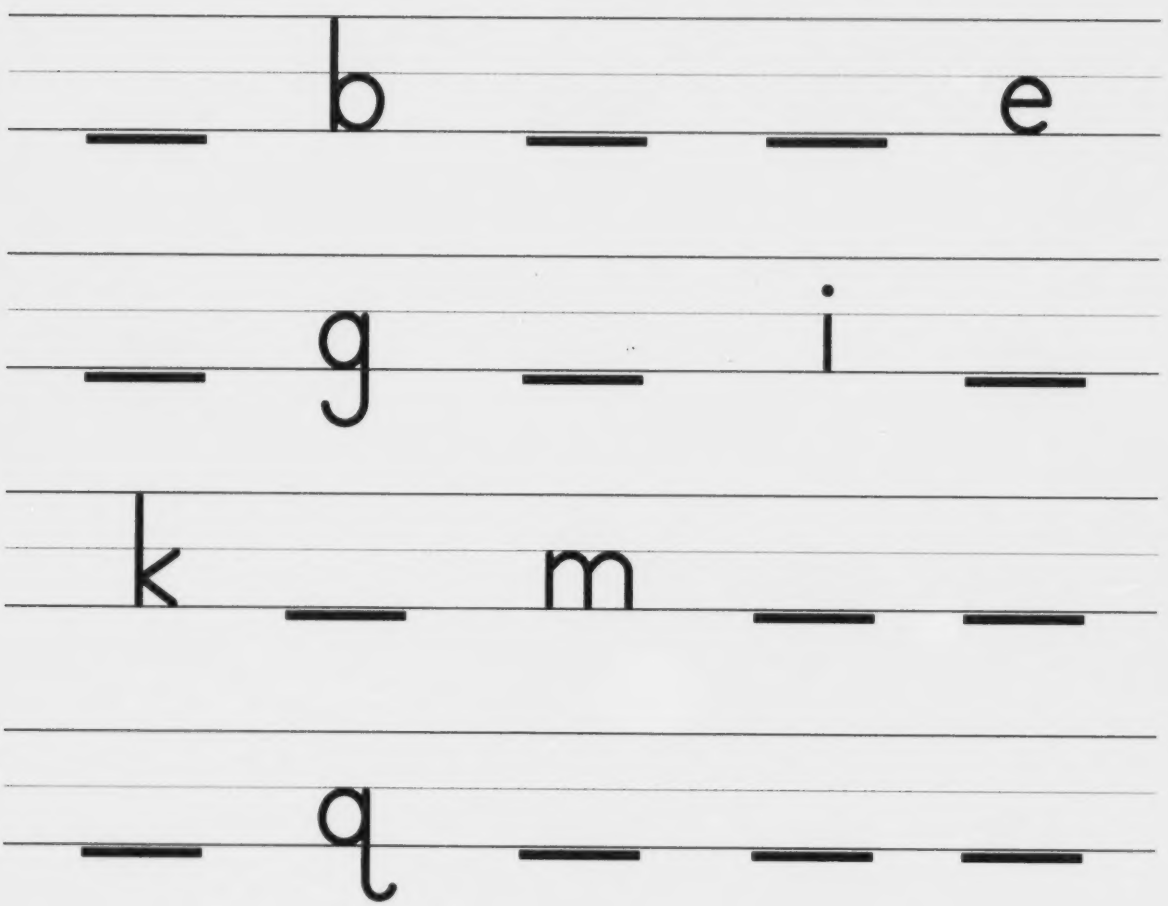
Reviewing Upper Case Letters A through T



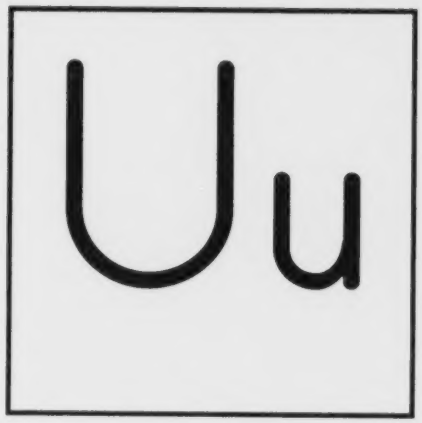
Have your child print the capital letters that are missing.

Lesson 24 B

Reviewing Lower Case Letters
a through t

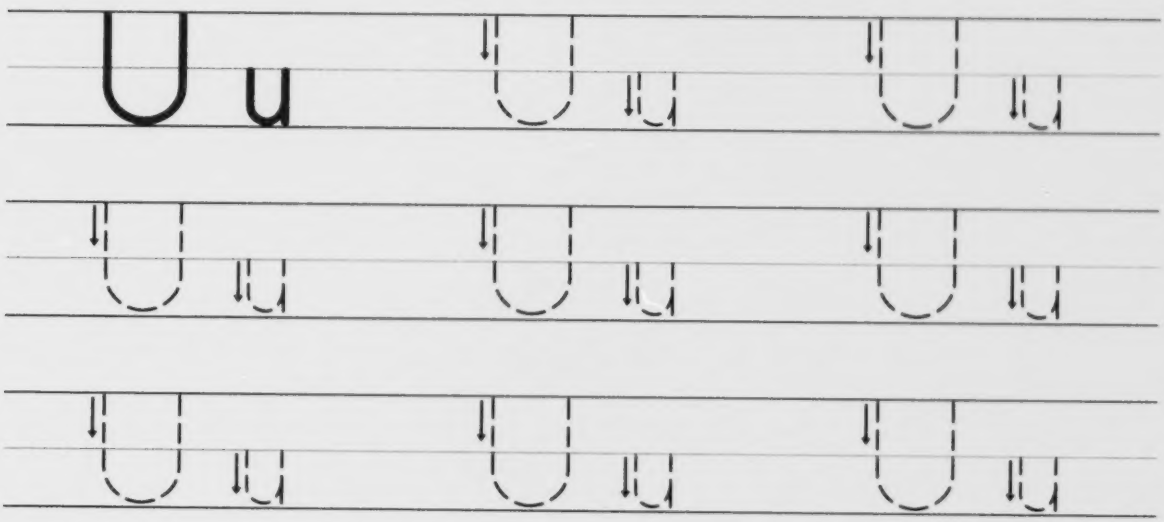


Have your child print the small letters that are missing.



Lesson 25

Recognizing and printing
Capital U and Small u

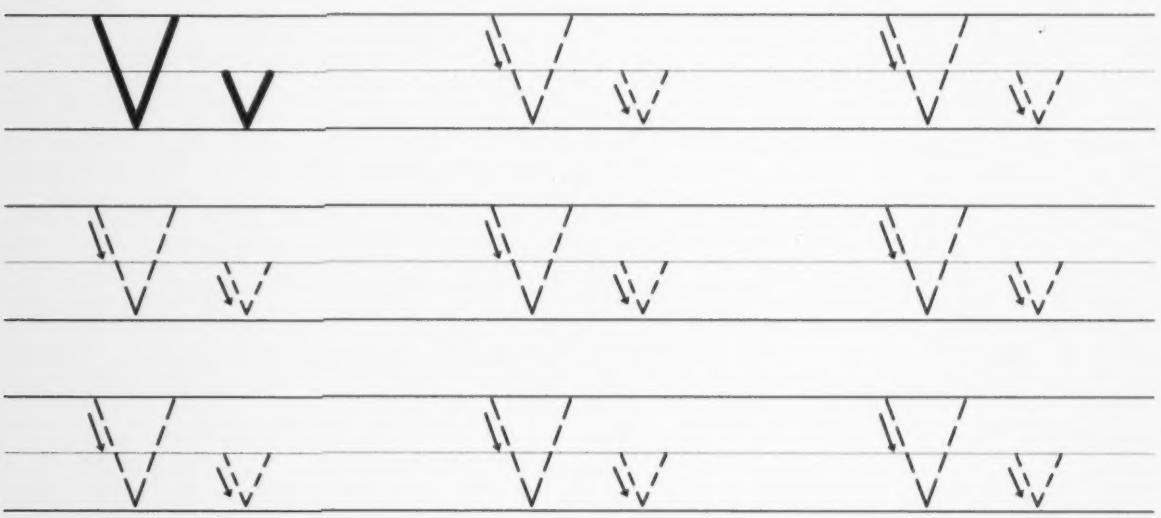


Child print:

Continue as before.

Lesson 26

Recognizing and printing
Capital V and Small v



Child print:

Continue as before.

37

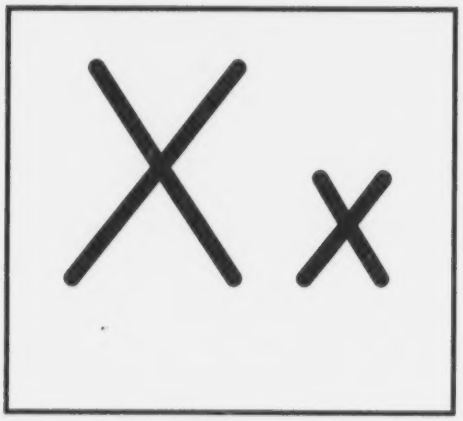
Lesson 27

Recognizing and printing
Capital W and Small w

Child print:

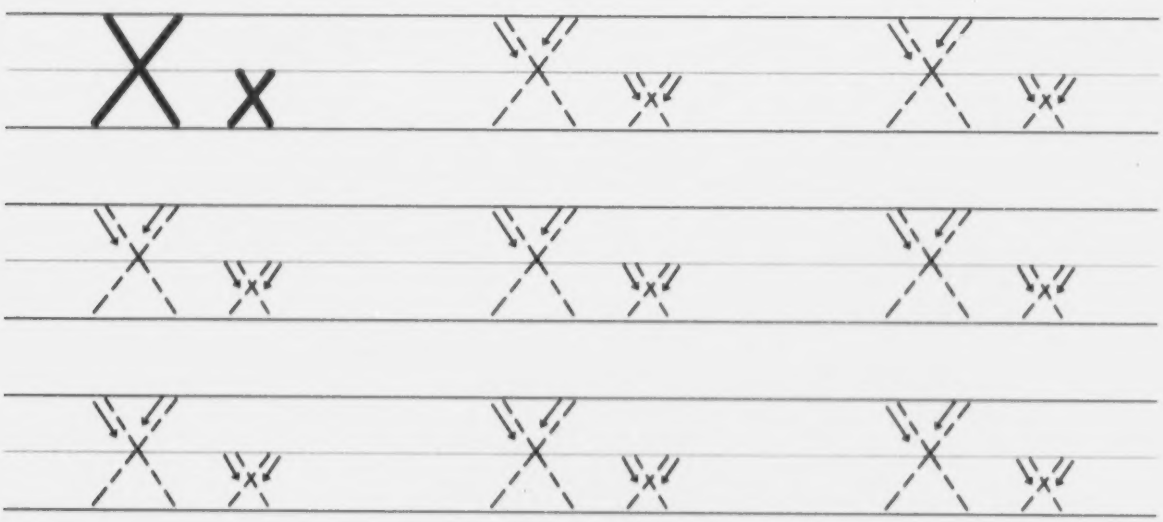
Continue as before.

36



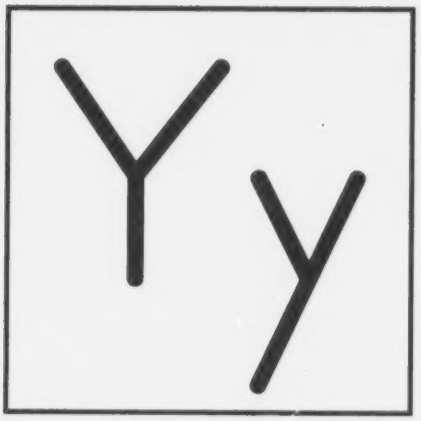
Lesson 28

Recognizing and printing
Capital X and Small x



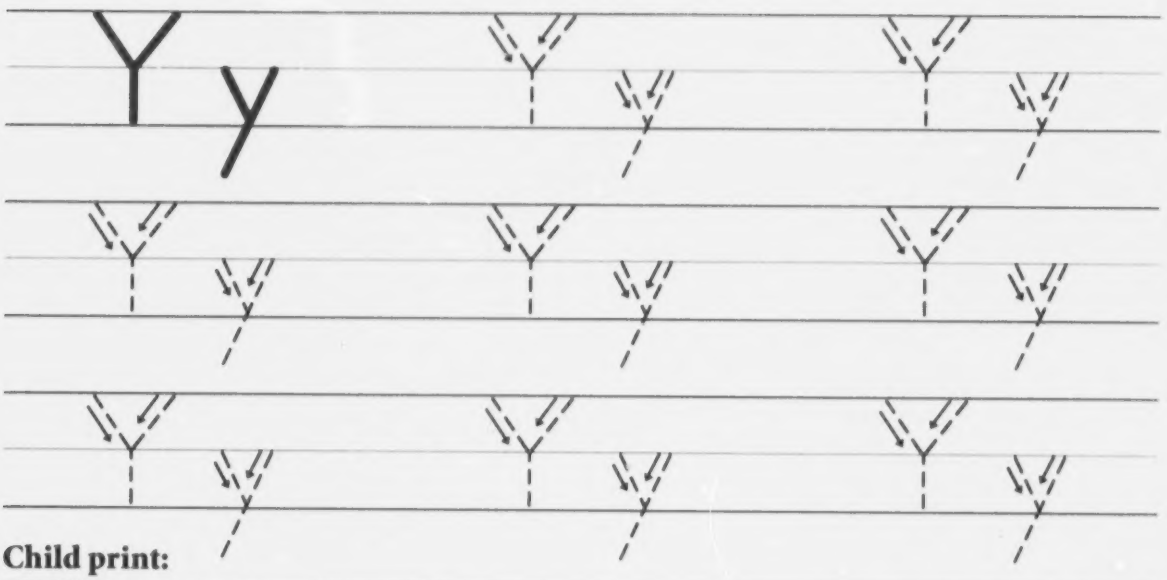
Child print:

Continue as before.



Lesson 29

Recognizing and printing
Capital Y and Small y

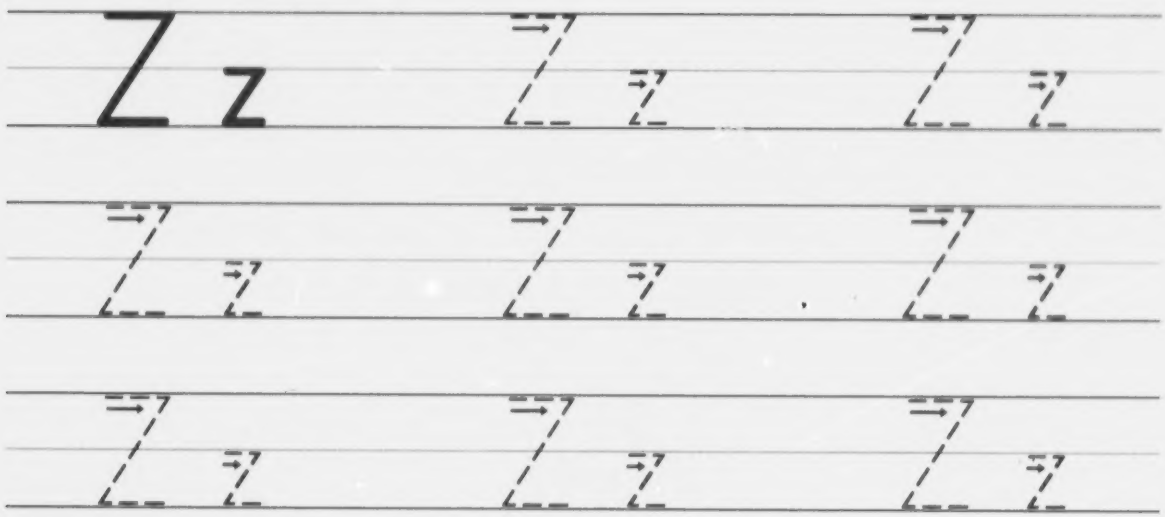


Child print:

Continue as before.

Lesson 30

Recognizing and printing
Capital Z and Small z

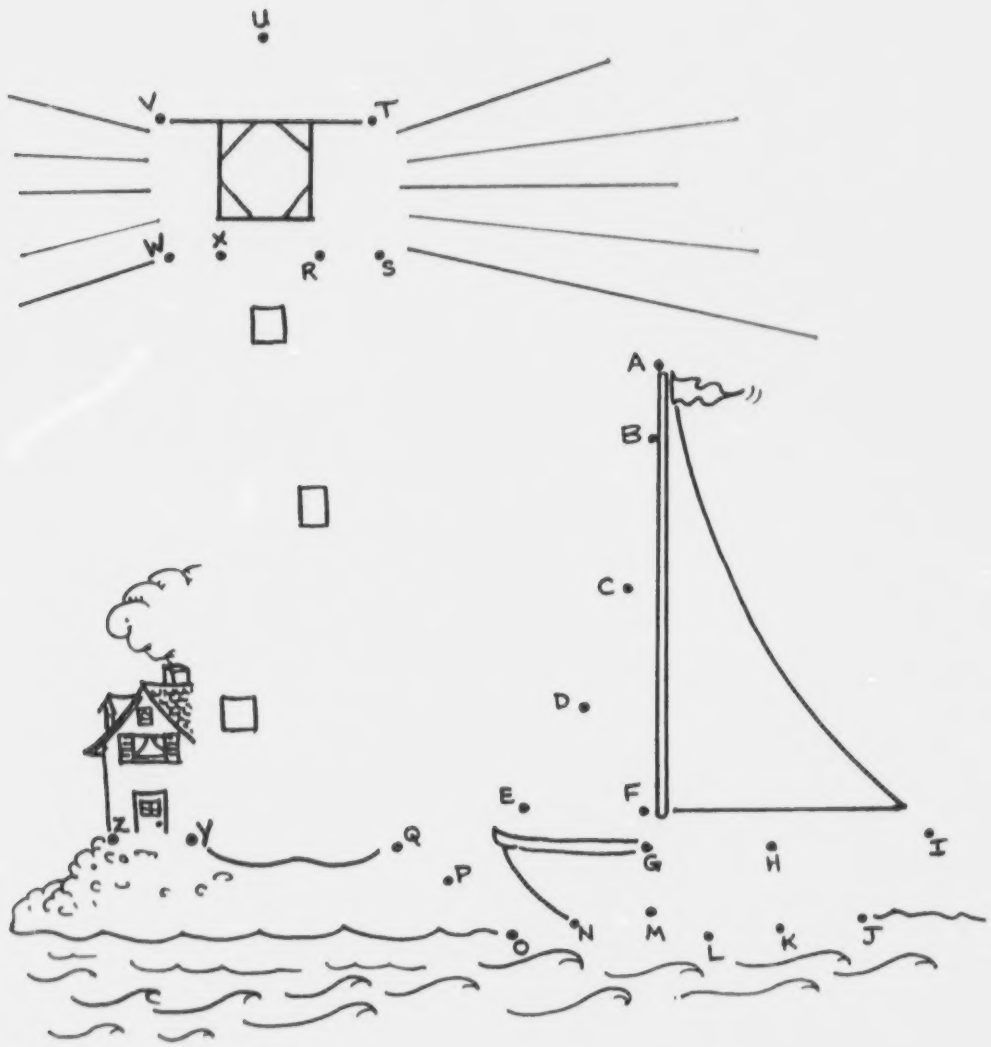


Child print:

Continue as before.

Lesson 31

Reviewing the Letters A through Z



Help your child connect the dots to draw a picture. Begin with the dot marked A and follow the letters in alphabetical order. Then have your child color the picture.

A
F
G
H
B
C
D
E
I
J
M
L
K
N
R
Q
P
O
S
Z
T
U
V
W
X
Y

Consonant Letters and Sounds

Lessons 32–49
Working on the Lessons

From here on, your child will learn that the letters of the alphabet represent specific sounds. We will first focus on initial consonants that represent the sound heard at the beginning of words.

Lesson 32 gives instructions for helping your child discover the relationship between the letter **b** and the sound it represents at the beginning of words. Follow these same instructions for all of the lessons that introduce initial consonants, that is,

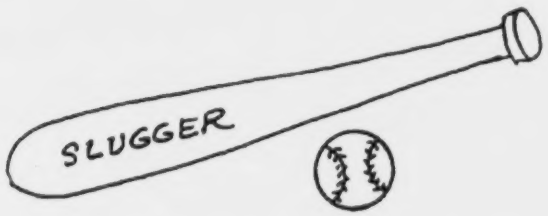
- First, pronounce each word clearly as you point to it.
- Second, have your child say the word.
- Third, help your child listen for the beginning sound as you point to the first letter in the word.
- Fourth, ask your child to print or trace the word while saying it softly.

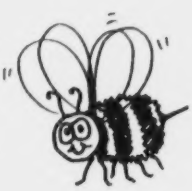
This procedure employs the listen, see, say, write pattern that uses all major senses for learning these elementary sound-letter relationships.

Bb

Lesson 32

Words Beginning with B



ball bee 

book

boy

bed

back

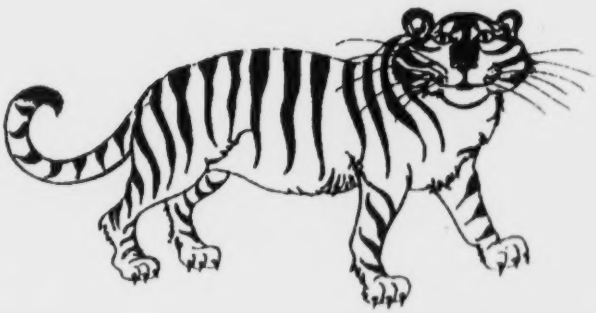
big

bus

Pronounce each word as you point to it; then have your child say it. Make sure your child understands that each word begins with the sound represented by the letter **B**. Then have your child print the word while saying it again. Your child can color the pictures.

Lesson 33

Words Beginning with T



top

tag

toe

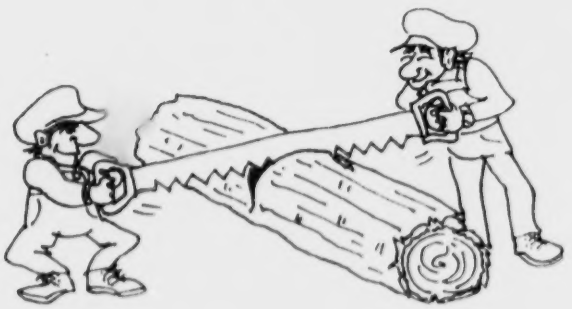
table

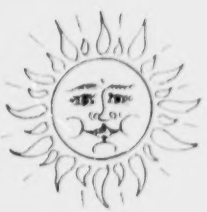
Pronounce each word as you point to it; then have your child say it. Make sure your child understands that each word begins with the sound represented by the letter T. Then have your child print the word while saying it again. Your child can color the pictures.

Ss

Lesson 34

Words Beginning with S



sea sun 

soap

six 6

sad

say

some

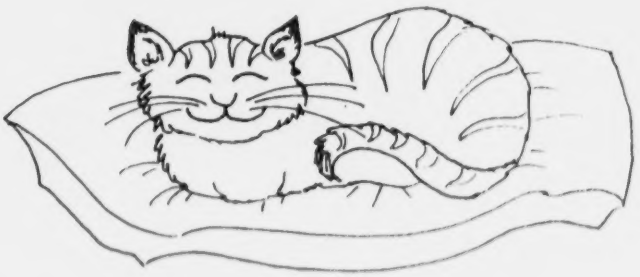
sit

Pronounce each word as you point to it; then have your child say it. Make sure your child understands that each word begins with the sound represented by the letter S. Then have your child print the word while saying it again. Your child can color the pictures.

Cc

Lesson 35

Words Beginning with C



car

can

coat

cake

cut

call

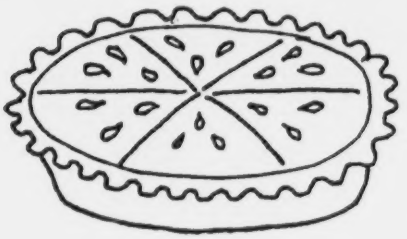
come

car

Pronounce each word as you point to it; then have your child say it. Make sure your child understands that each word begins with the sound represented by the letter C.. Then have your child print the word while saying it again. Your child can color the pictures.

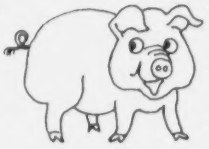
Lesson 36

Words Beginning with P

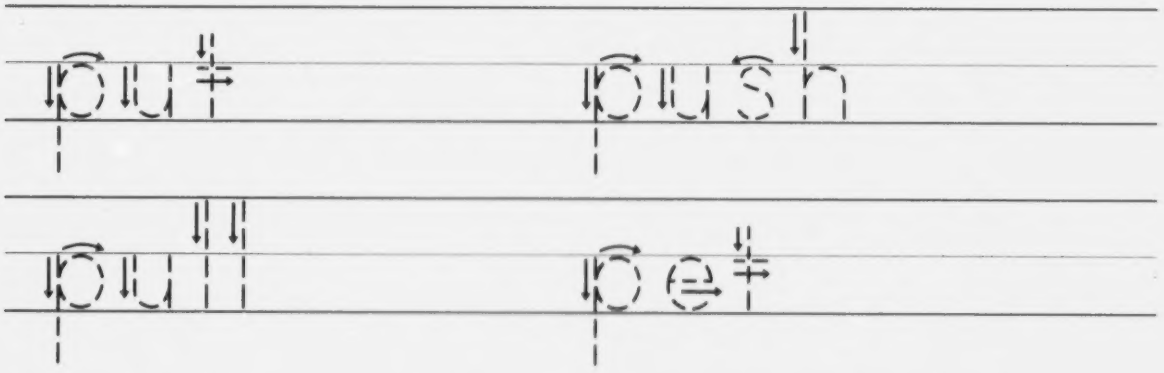


pin

pan

pig 

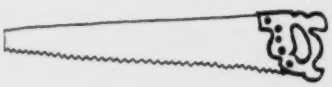
pot

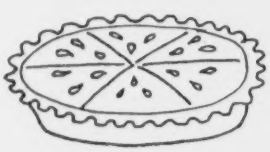


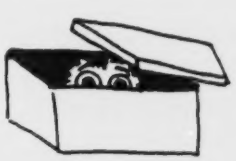
Pronounce each word as you point to it; then have your child say it. Make sure your child understands that each word begins with the sound represented by the letter P. Then have your child print the word while saying it again. Your child can color the pictures.

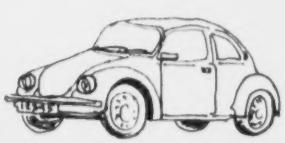
Lesson 37

Reviewing Initial Consonants B, T, S, C, and P









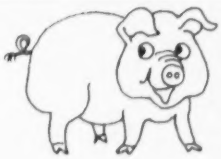
Help your child say the name of the object in each picture. Then have your child print the capital letter that represents the sound heard at the beginning of each word. Your child can color the pictures.

Lesson 38

Reviewing Initial Consonants B, T, S, C, and P

_unny

_op


_ig

_un

_at

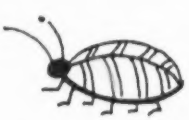
_ake

6
_ix

_an

_able

_at


_ug

_oat

_ee

_ony

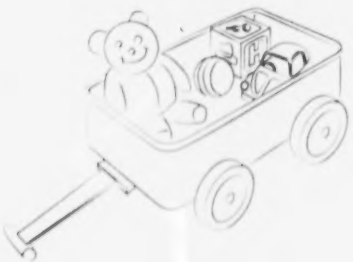
_an

Help your child say the name of the object in each picture. In the blank space at the beginning of each word, have your child print the small letter that represents the sound heard at the beginning of the word. Your child can color the pictures.

Ww

Lesson 39

Words Beginning with W



wet

wave

wall

window

we won was

wish won well

Pronounce each word as you point to it; then have your child say it. Make sure your child understands that each word begins with the sound represented by the letter **W**. Then have your child print the word while saying it again. Your child can color the pictures.

Hh

Lesson 40

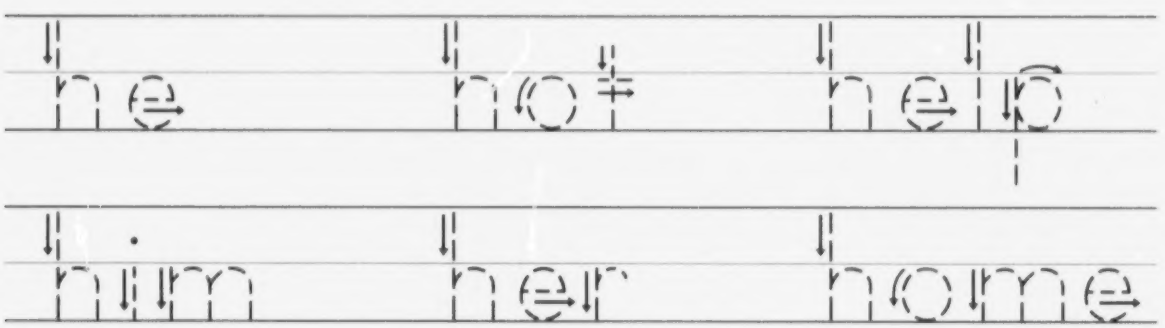
Words Beginning with H

hat

hop

hill

harp



Pronounce each word as you point to it; then have your child say it. Make sure your child understands that each word begins with the sound represented by the letter **H**. Then have your child print the word while saying it again. Your child can color the pictures.

Ff

Lesson 41

Words Beginning with F

fan

fox

feet

fire

fat fan fun

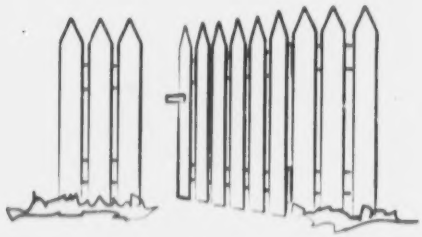
for fast father

Pronounce each word as you point to it; then have your child say it. Make sure your child understands that each word begins with the sound represented by the letter F. Then have your child print the word while saying it again. Your child can color the pictures.

Gg

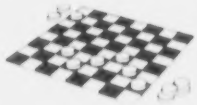
Lesson 42

Words Beginning with G



girl

goat

game 

globe

Pronounce each word as you point to it; then have your child say it. Make sure your child understands that each word begins with the sound represented by the letter G. Then have your child print the word while saying it again. Your child can color the pictures.

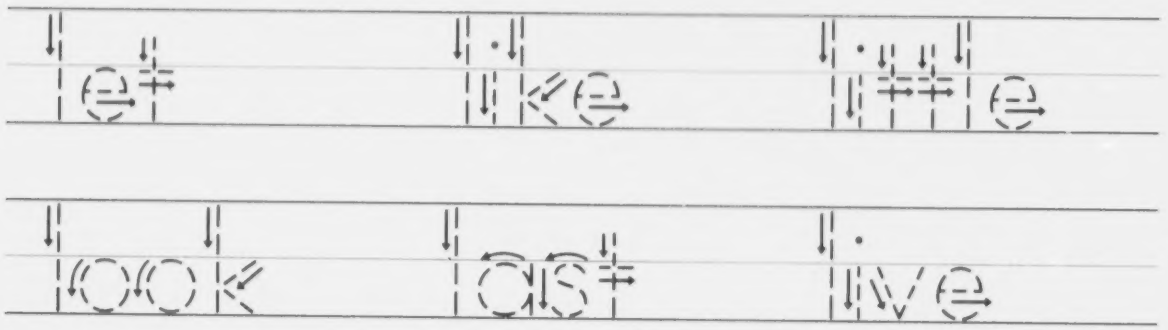
Ll

Lesson 43

Words Beginning with L

lake lion

lasso log



Pronounce each word as you point to it; then have your child say it. Make sure your child understands that each word begins with the sound represented by the letter L. Then have your child print the word while saying it again. Your child can color the pictures.

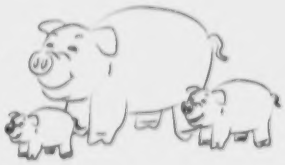
Lesson 44

Words that Rhyme

A fat cat.

A wet pet.

A big pig.



A hot pot.

Fun in the sun.

This lesson shows that there are patterns in language. Here the pattern involves pairs of words that end with the same sound. The first two words (fat cat) rhyme because they both end with -at. These two letters form the base of the first pair of words. The other pairs are built on the bases -et, -ig, -ot, and -un. Make sure your child understands that these pairs of words rhyme because the base sounds the same in each pair. Also point out that the words in each pair are different because the initial consonant changes.

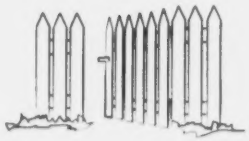
Lesson 45

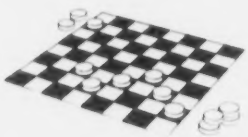
More Words that Rhyme

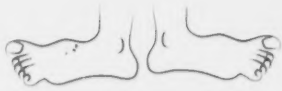
All the objects in each row have names that rhyme. The name of each object is written below the picture. Have your child say each name, print the word, and color each picture.

Lesson 46

Reviewing Initial Consonants W, H, F, G, and L



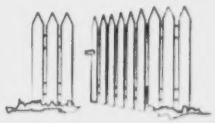
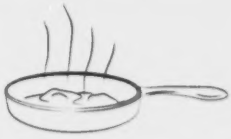




Help your child look at each picture and name the object. Then have your child print the capital letter that represents the sound heard at the beginning of each word.

Lesson 47

Reviewing Initial Consonants

_ie	 _ate	_op	_amp
_ar	_ie	_at	5 _ive
_oat	_agon	 _an	_at
_orse	6 _ix	_lock	_un
_able	_at	_ork	_ouse

This lesson reviews several initial consonants. For each picture, the first letter of the name of the object is omitted. Have your child identify each picture and then print the small letter that represents the initial consonant.

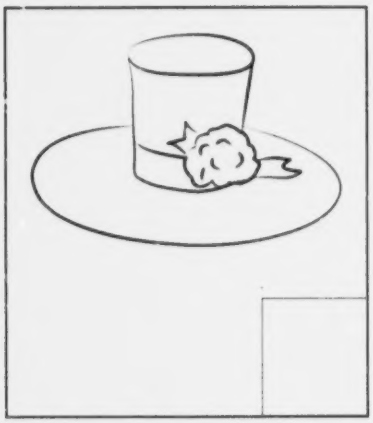
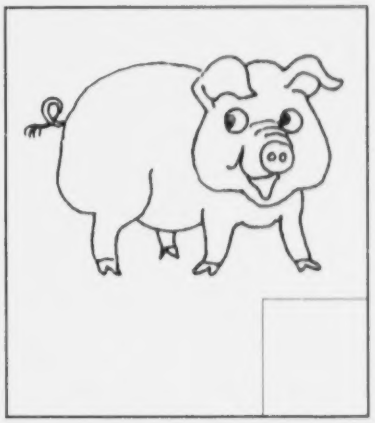
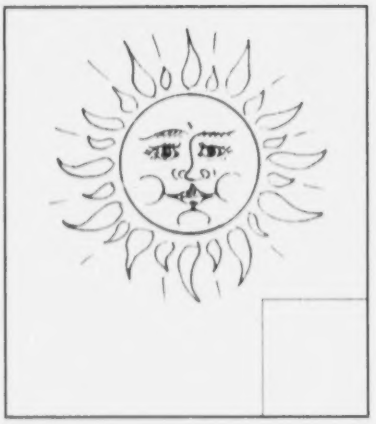
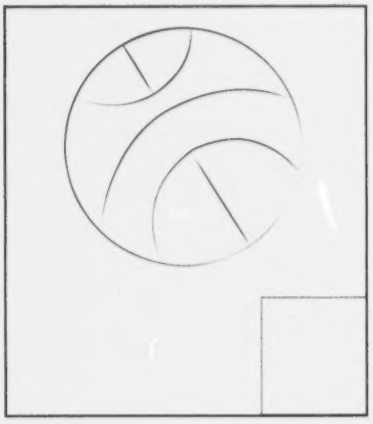
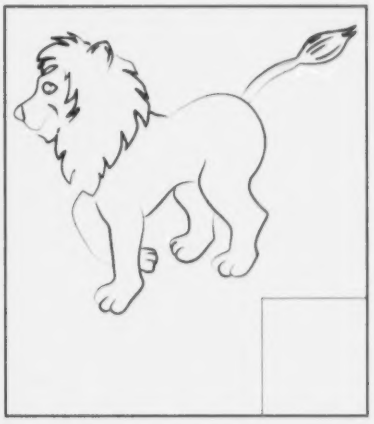
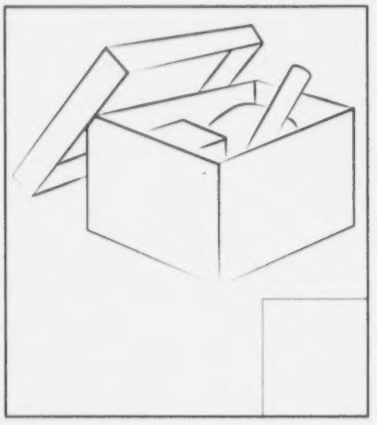
Lesson 48

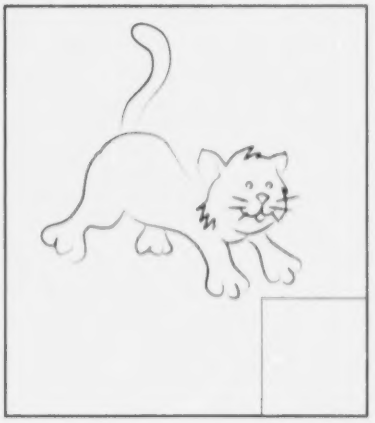
Reviewing Initial Consonants

This lesson also reviews a number of initial consonants. Help your child name each pictured object. Then look at the bottom of the picture to find the letter that represents the sound heard at the beginning of the word. Have your child draw a circle around the initial consonant. Your child can color each picture.

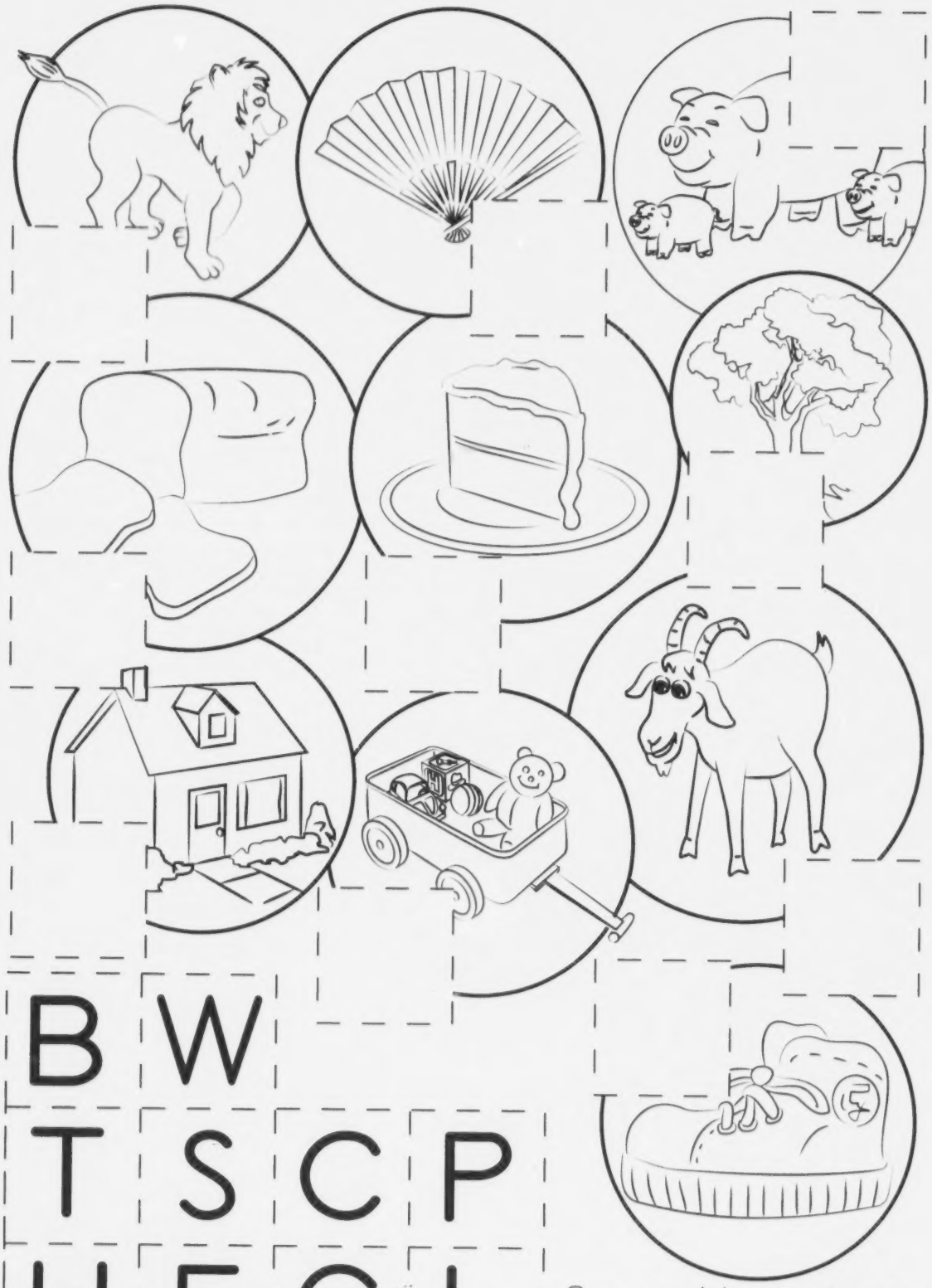
Lesson 49

Reviewing Initial Consonants



Help your child name the object in each picture. In the little box below each picture, have your child write the capital letter that represents the initial consonant for each name. Then have your child color only the three pictures whose names all begin with the same initial consonant.



B W

T S C P

H F G L

Cut out each letter and paste it in the box next to the picture of the word that begins with that letter.

Consonant Letters and Sounds

Lessons 50–55
Working on the Lessons

Beginning here, each lesson will include a complete sentence that uses a word from the lesson. After your child prints the individual words on each page, look at the sentence on the bottom line. Point to each word as you read the sentence aloud. Then have your child read it along with you. Make sure your child notices the target word in the sentence, for example, *mouse* in Lesson 50.

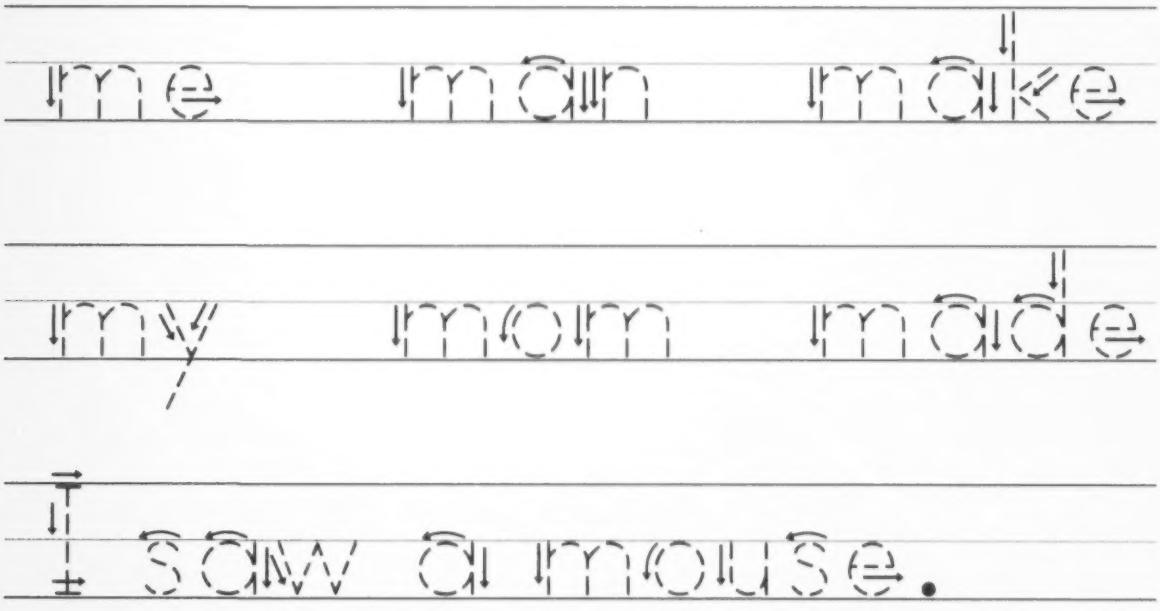
When we write a sentence, we arrange words so that they make sense and express a complete thought. Point out that the sentence begins with a capital letter and ends with a period. Also mention that the words are separated so they can be read easily. Then have your child print the words and read the sentence back to you. Follow the same procedure in the following lessons. Of course your child may color the pictures.

Mm

Lesson 50

Words Beginning with M

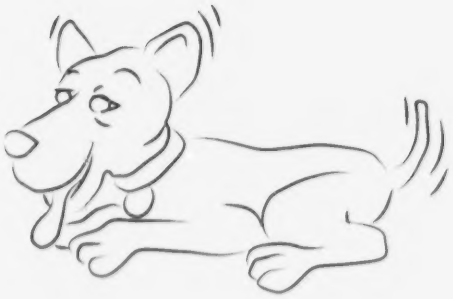
mouse moon



Dd

Lesson 51

Words Beginning with D



duck dog

dad do did

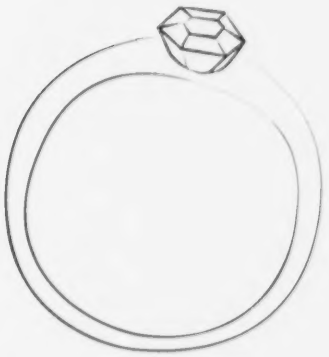
down dig day

My dog can play.

Rr

Lesson 52

Words Beginning with R



rocks ring

run red ran

ride race read

I ran a race.

Jj

Lesson 53

Words Beginning with J

jar jet

jump just jog

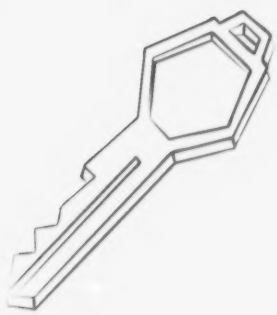
jam job joke

We like to jump.

Kk

Lesson 54

Words Beginning with K



kite key

kick king keep

kiss kind kitten

My kite flies high.

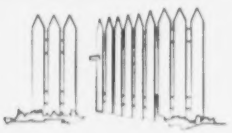
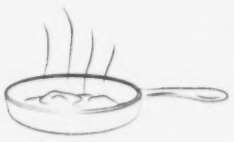
Lesson 55

Reviewing Initial Consonants

Help your child name the object in each picture. Then have your child print the capital letter that represents the sound heard at the beginning of each name.

Lesson 56

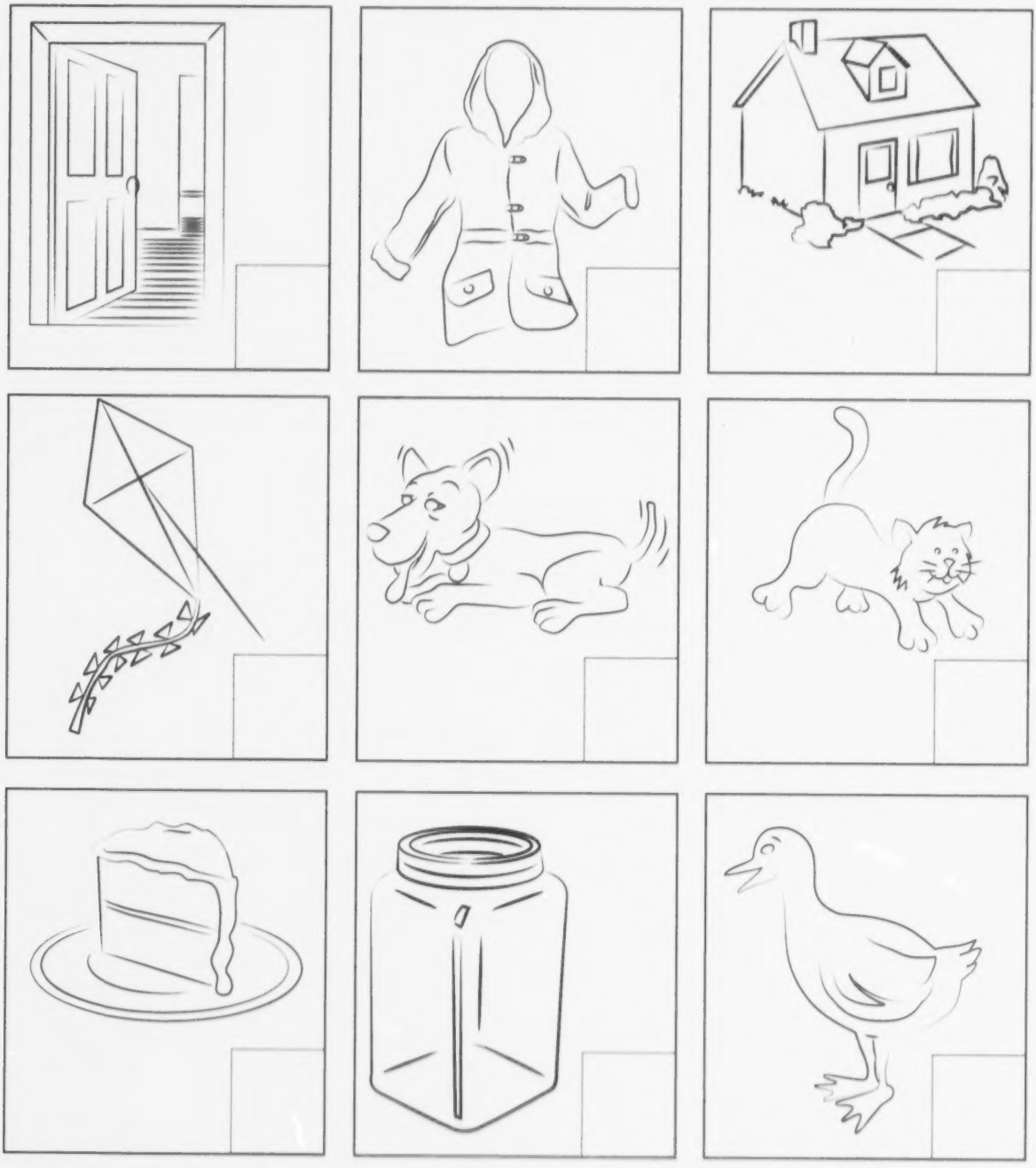
Reviewing Initial Consonants

_ie	 _ate	_op	_amp
_ar	_ie	_at	5 _ive
_oat	_agon	 _an	_at
_orse	6 _ix	_ope	_un
_able	_at	_ork	_ouse

The name of each object is given with the first letter missing. Help your child identify each picture and then print the small letter that represents the initial consonant. Make sure your child understands that each word is the name of the object in each picture. Each initial consonant has already been introduced in earlier lessons.

Lesson 57

Reviewing Initial Consonants



Help your child name the object in each picture. In the little box below each picture, have your child write the capital letter that represents the initial consonant for each name. Then have your child color three pictures whose names all begin with the same initial consonant.

MATCH UP

Draw a curvy line from each word at the bottom to the picture of that word. Color each picture.

Zebra Nail Queen

Yarn Violin

Consonant Letters and Sounds

Lessons 58–62
Working on the Lessons

Each lesson includes a complete sentence that uses a word from the lesson. After your child prints the individual words on the page, look at the sentence on the bottom line. Point to each word as you read the sentence aloud. Then have your child read it along with you. Make sure your child notices the target word in the sentence, for example, *new* in Lesson 58.

When we write a sentence, we arrange words so that they make sense and express a complete thought. Point out that the sentence begins with a capital letter and ends with a period. Also mention that the words are separated so they can be read easily. Then have your child print the words and read the sentence back to you. Follow the same procedure in the following lessons.

Nn

Lesson 58

Words Beginning with N

nest nail

not new

now nod

I have a new coat.

Qq

Lesson 59

Words Beginning with Q

quarter queen

Quick Quiet

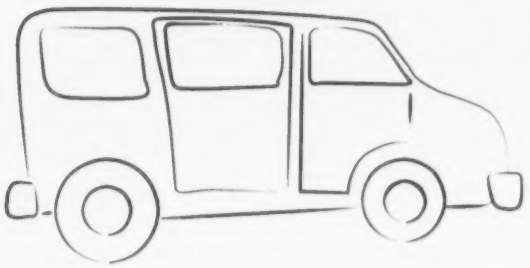
Quack Quite

The duck can quack.

Vv

Lesson 60

Words Beginning with V



van vase

very voice

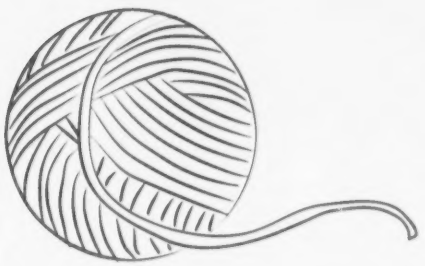
visit vine

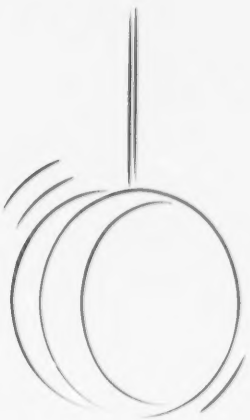
It is very cold.

Yy

Lesson 61

Words Beginning with Y





yarn yo-yo

yolk yes yell

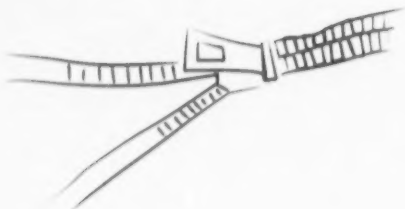
young yellow

She has a yellow hat.

Zz

Lesson 62

Words Beginning with Z



zebra zipper

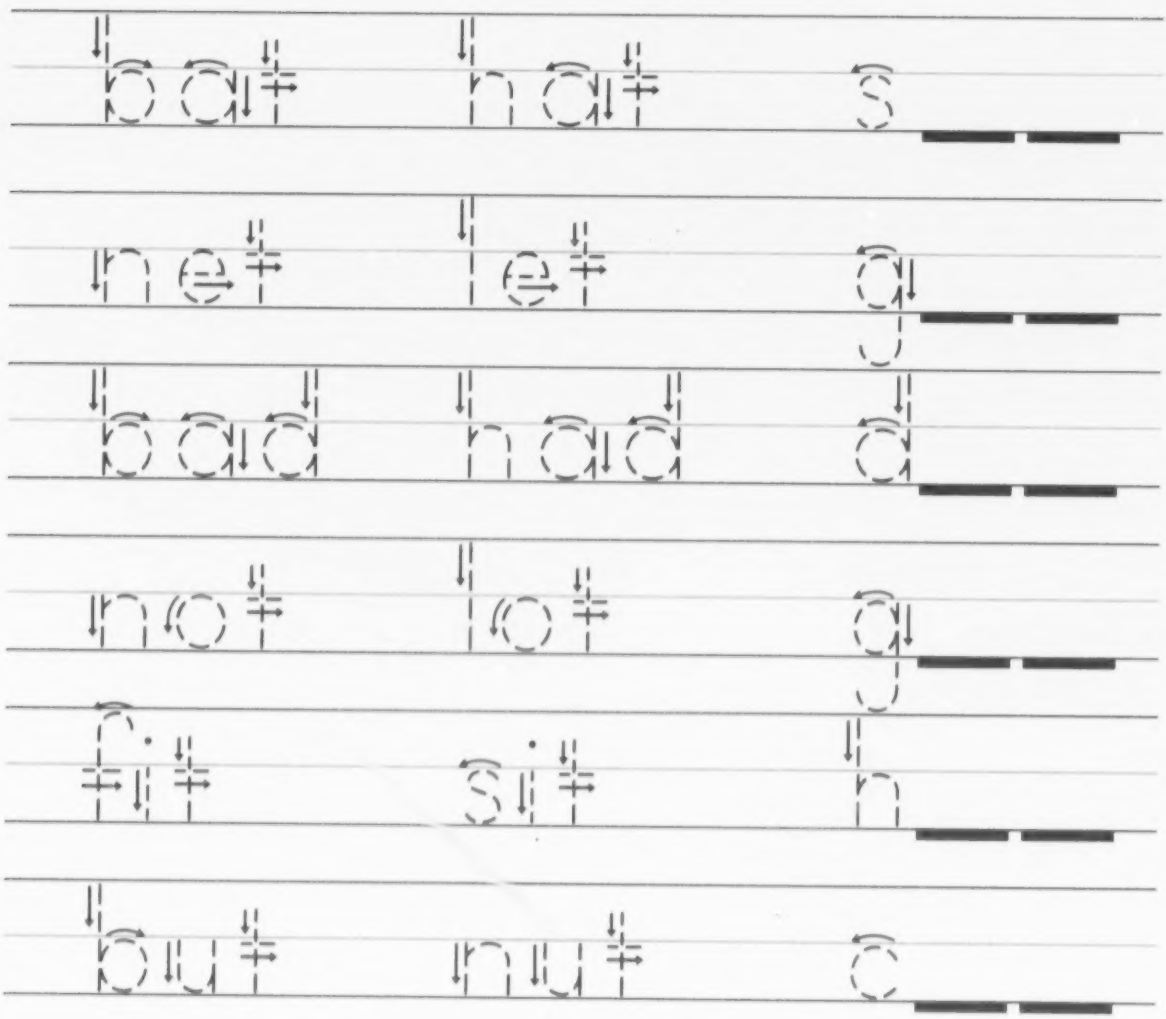
zoo zero

zip zoom

We went to the zoo.

Lesson 63

Words That Rhyme



These sets of rhyming words review the initial consonants we have introduced so far. Have your child say and then print the first two words in each row. Notice that the third word has only the initial consonant given. Make sure your child knows what this consonant sound is. Then have your child write the missing letters to form another word that rhymes with the first two in each row.

After the last word has been printed, have your child read the whole row of rhyming words again while pointing to each initial consonant. The missing words are these:

1. sat 2. get 3. dad 4. got 5. hit 6. cut.

Lesson 64

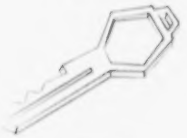
More Words That Rhyme

Help your child name the objects in the pictures. Three of the objects in each row have names that rhyme; one does not rhyme. After naming the objects, your child should color only the three pictures whose names rhyme in each row. (The words that don't rhyme are given in parentheses below.

1. hat, cat, (box), bat
2. pan, (tree), fan, can
3. boat, goat, coat, (shoe)
4. (ball), cake, rake, lake
5. sock, clock, (flag), block

Lesson 65

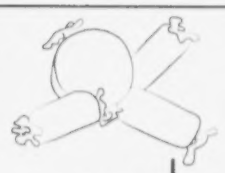
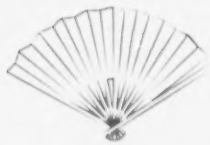
Reviewing Initial Consonants



Help your child name the object in each picture. Then have your child write the small letter that represents the initial sound in each name.

Lesson 66

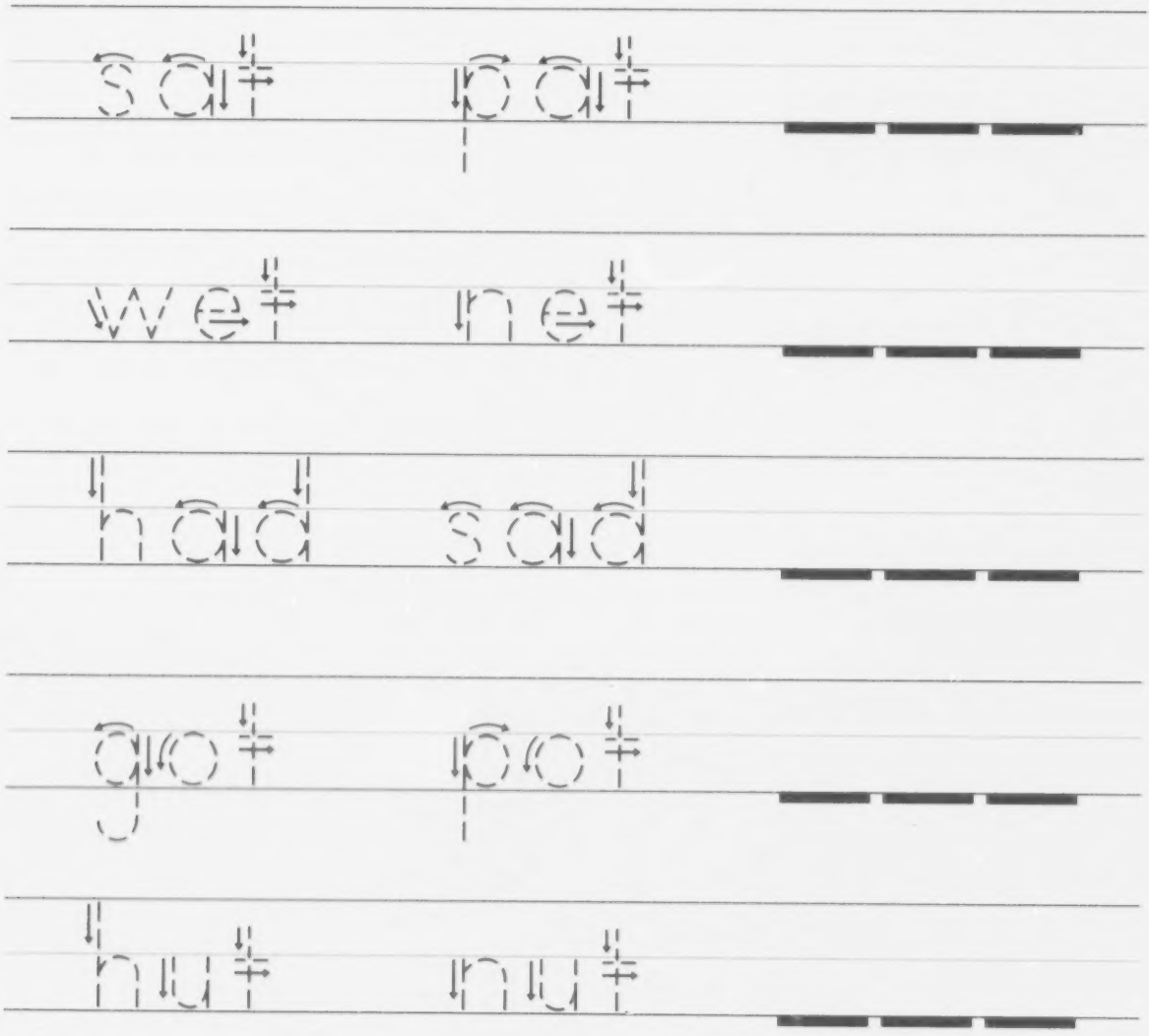
Reviewing Initial Consonants

 _andy	_ay	 _an	_oon
_ase	_andbox	_ope	_oat
_et	_arn	_est	_og
_aby	_ail	_ebra	_able
_iolin	_oot	_ap	_ouse

Help your child name the object in each picture. Below each picture, print the small letter that gives the initial consonant in each name.

Lesson 67

Words That Rhyme



Help your child read the first two letters in each row. Then have your child print another word that rhymes with the first two. Here are some possibilities:

1. bat, cat, fat, hat, mat, rat
2. pet, set, get, let
3. bad, dad, mad, pad
4. hot, lot, not
5. but, cut, rut

DJKMR

Name each picture. Say the letter each one starts with and color the picture.

Consonant Letters and Sounds

Lessons 68–72
Working on the Lessons

Beginning with this lesson we will focus on final consonants. Help your child read the words at the top of the page. Point out the final consonant in each word. Have your child read the word slowly while printing the letters.

Help your child say and print the letters for the other words on the page. Listen to the sound at the end of the word.

Then help your child read and print the sentence at the bottom of the page. Ask your child to find the word in the sentence that ends with the final consonant for that page.

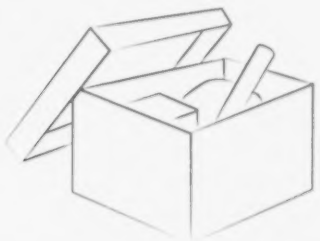
Finally, help your child think of an original sentence that uses at least one of the words in the lesson. Write this sentence on the bottom line. If your child has difficulty thinking of a sentence, each lesson has a suggested sentence at the end.

Xx

Lesson 68

Words Ending with X

6



box six

fix mix

wax fox

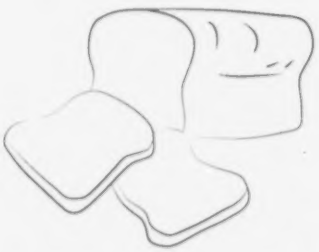
I can fix my bike.

Here is a suggestion for an original sentence: This is a big **box**.

Dd

Lesson 69

Words Ending with D



nod bread

mud sad

road

We drive on the road.

We have already seen that **d** is often used as an initial consonant. Here it is used as a final consonant. Point out that dad uses **d** as both initial and final consonant.

Here is a suggestion for an original sentence: The **mud** is deep.

Tt

Lesson 70

Words Ending with T

coat boat

quiet wet

quit feet

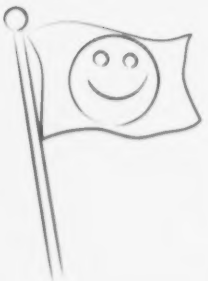
The boat is very big.

Here is a suggestion for an original sentence: My **coat** is warm.

Gg

Lesson 71

Words Ending with G



flag dog

rag bag

frog big

The flag is blue.

Here is a suggestion for an original sentence: That is a **big bag**.

Pp

Lesson 72

Words Ending with P

stop cup

top trip

keep sleep

We took a long trip.

Suggestion for original sentence: We will **stop** soon.

Lesson 73

Review of Final Consonants X, D, T, G, and P

6

Help your child name the object given in each picture. Then have your child write the consonant letter that represents the sound heard at the end of each word.

Find and color the pictures that end in X, D, T, G, and P.

The Short Vowels

Lessons 74–78
Working on the Lessons

So far we have focused on consonant letters and the sounds they represent. Now it is time to look at the vowel letters **a**, **e**, **i**, **o**, and **u**.

Each of these letters can represent the sound of a long vowel or a short vowel. We hear the sound of long vowels when we pronounce these letters in the alphabet. The long vowel is also heard at the beginning of words such as **ate, eat, ice, old,** and **use**. We hear the sound of short vowels at the beginning of words such as **at, egg, it, odd,** and **up.**

In the next five units we will focus on short vowels at the beginning of words. Each lesson will introduce a short vowel with a picture and a word that begins with a short vowel sound: **apple, egg, igloo, octopus,** and **umbrella.** Then the lesson continues with more words that begin with short vowels.

As always, your child can color the pictures on each page.

Aa

Lesson 74

The Short A

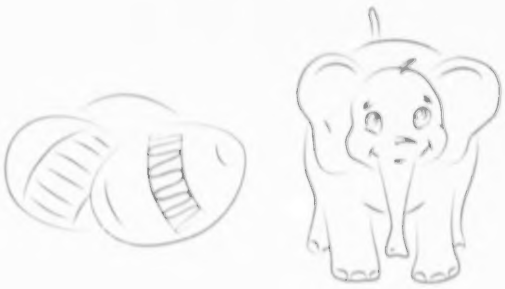
Bill and Tom play ball.

Help your child say each word and then print the letters. Emphasize that each word starts with the short /a/ sound spelled with the letter **a**. Read the following sentence and have your child write it on the line at the bottom of the page: Bill **and** Tom play ball. Make sure your child sees that the word **and** is on this week's list and begins with the short /a/ sound.

Ee

Lesson 75

The Short E



egg elephant

ever echo

yellow exit

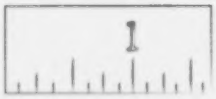
I broke an egg.

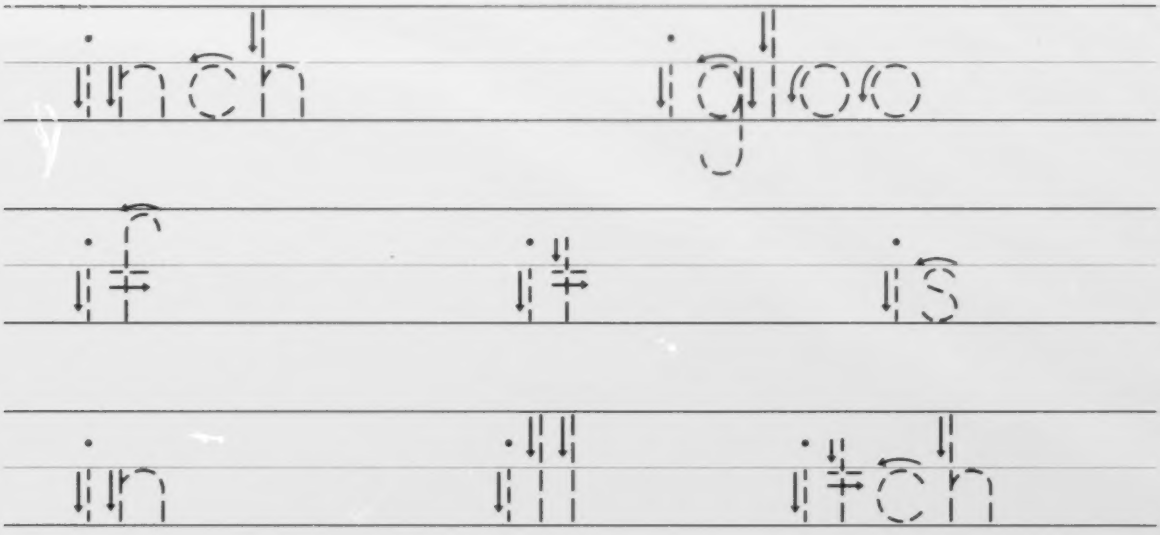
Help your child say each word and then print the letters. Emphasize that each word starts with the short /e/ sound spelled with the letter **e**. Read the following sentence and have your child write it on the line at the bottom of the page: I broke an **egg**. Make sure your child sees that the word **egg** is on this week's list and begins with the short /e/ sound.

Ii

Lesson 76

The Short I





The cat is fat.

Help your child say each word and then print the letters. Emphasize that each word starts with the short /i/ sound spelled with the letter **i**. Read the following sentence and have your child write it on the line at the bottom of the page: The cat **is** fat. Make sure your child sees that the word **is** is on this week's list and begins with the short /i/ sound.

Oo

Lesson 77

The Short O

ox octopus

otter on

odd office

An ox is very big.

Help your child say each word and then print the letters. Emphasize that each word starts with the short /o/ sound spelled with the letter **o**. Read the following sentence and have your child write it on the line at the bottom of the page: An **ox** is very big. Make sure your child sees that the word **ox** is on this week's list and begins with the short /o/ sound.

Uu

Lesson 78

The Short U

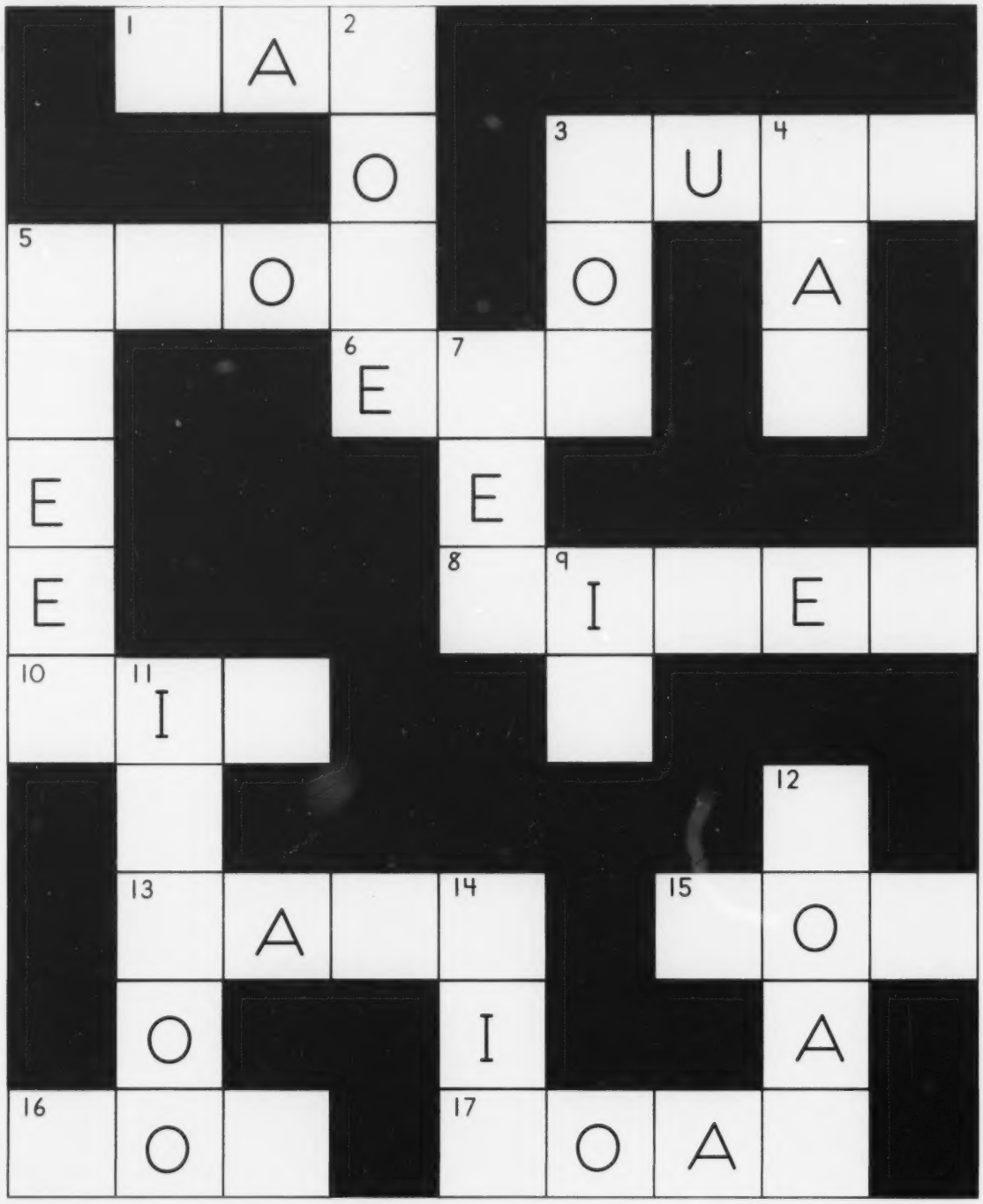
under umbrella

up umpire

us ugly

Look up in the sky.

Help your child say each word and then print the letters. Emphasize that each word starts with the short /u/ sound spelled with the letter **u**. Read the following sentence and have your child write it on the line at the bottom of the page: Look **up** in the sky. Make sure your child sees that the word **up** is on this week's list and begins with the short /u/ sound.



Across

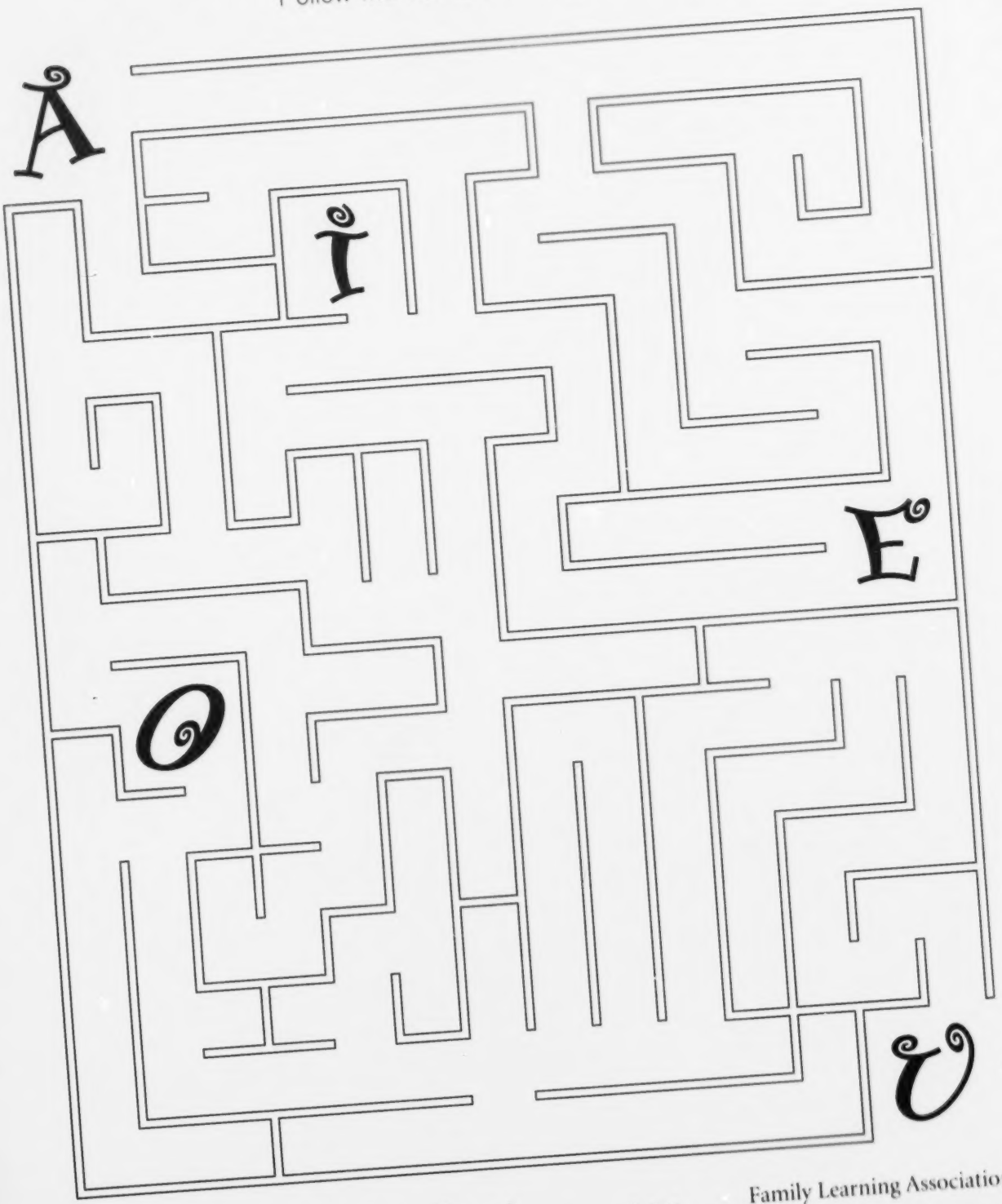
1. Drive a _____
3. Quack! Quack!
5. _____ sign
6. Easter _____
8. Big cat with stripes
10. Apple _____
13. Aladdin's _____
15. A spinning _____
16. The _____ is a hound
17. Billy _____.

Down

2. Jump _____
4. Meow! Meow!
5. Bedtime
7. Did you _____ it?
9. One, two, three, you're ___
11. Eskimo's home
12. Row, row, row your _____
14. Oink! Oink!

MAZE CRAZE

Follow the vowels from A to U



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Phonics Plus, Book B

Children learn basic short and long vowel sound-spelling patterns through systematic activities that include writing whole sentences. Grades 1–2. **BB-129-1787**

Phonics Plus, Book C

Children learn advanced sound-spelling patterns, prefixes, suffixes and other means for reading and writing accurately. Grades 3–4. **BB-129-1786**

Spelling for Writing, Books 1, 2, 3

Children learn to spell logically and systematically by using the well-researched spelling pattern approach and through writing words in sentences and paragraphs. By the end of the spelling for Writing Book 3 (third grade), children have a huge repertory of words and spelling patterns that they can use in their writing. Grades 1–3.

Book 1: **BB-129-1769** Student Activity Book 1: **BB-129-1769A**
Book 2: **BB-129-1770** Student Activity Book 2: **BB-129-1770A**
Book 3: **BB-129-1771** Student Activity Book 3: **BB-129-1771A**

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